HP LIFE e-Learning

Facilitator Guide

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Introduction

Whether you are a college professor, a trainer at a small-business center, or a mentor for an entrepreneur, you are, at times, a facilitator. A facilitator is defined as a person who contributes to the fulfillment of a need – in your case, a need for learning – by providing indirect or unobtrusive assistance, guidance, or supervision. When it comes to online training and open educational resources, capable facilitators can be invaluable in helping learners reach their potential.

This guide will familiarize you with HP LIFE e-Learning, provide ideas for integrating e-Learning into your classroom activities, and offer effective facilitation techniques and suggestions for overcoming challenges when working with e-Learning materials.

What is HP LIFE e-Learning?

HP LIFE e-Learning is a free, cloud-based training program designed to help entrepreneurs and small-business owners around the world gain real-life business and technology skills to start or grow their businesses in their own time, at their own pace. It is also a robust open educational resource that enriches curriculum in classrooms, training centers, and other venues. The courses are interactive and full of information and practical exercises that give learners the skills to meet the business challenges they face. HP LIFE e-Learning offers a rich array of resources in addition to the courses, including a community that connects entrepreneurs and trainers from all over the world, certification for completed courses, opportunities for additional support from experts, and vetted links to a wealth of other online resources.

The HP LIFE program has been included as a best practice in the United States Presidential Administration's Startup America Initiative, which was launched in 2011 to accelerate the growth of fledgling, job-creating companies. HP LIFE e-Learning has registered users from more than 200 countries.

How can HP LIFE e-Learning benefit you?

HP LIFE e-Learning is highly adaptable. It can be used to supplement your classroom or training program, as a standalone course, as a resource for exercises and practice, or as a gateway to a global community.

With HP LIFE e-Learning, you can extend the depth of concepts presented, allow your learners to achieve mastery of concepts and skills at their own pace, and offer hands-on practice of relevant technology skills. Your use will depend on the teaching and learning needs in your context.

What is included in this guide?

The Facilitator Guide has five sections:

- **Introduction:** Explains HP LIFE e-Learning, its benefits to facilitators, and how to use this guide.
- **How to Get Started with HP LIFE e-Learning:** Includes an overview of HP LIFE e-Learning content and features.
- **Facilitating HP LIFE e-Learning:** Discusses the role of the facilitator and offers suggestions for effective facilitation.
- **Use Cases:** Includes four different scenarios for integrating HP LIFE e-Learning into the classroom. A table summarizes upfront the key elements of each use case, which can serve as a quick reference guide. These scenarios are described in depth later in the guide, including their Methodology, Objectives, Role of the Facilitator, Learner Profile, Materials and Preparation, and Estimated Time Required. It also includes guidelines for what could be said to learners, how to move through the online platform, and possible questions for learners to link what they are learning to their businesses.
- **Common Challenges in Working with e-Learning Materials:** Addresses potential issues that learners may have as they work with e-learning materials.

The HP LIFE e-Learning team welcomes feedback on this guide, which will be further developed over time.
Please send any comments to info@e-learning.life-global.org. Please also visit the Educator tab on www.life-global.org.

How to Get Started with HP LIFE e-Learning

What does HP LIFE e-Learning offer?

HP LIFE e-Learning is a flexible, modular curriculum that includes courses covering four main topic areas – finance, marketing, communication, and operations – and special topics. Using self-paced, interactive modules, practical business advice, and discussion boards, HP LIFE e-Learning courses introduce relevant business and technology skills such as using a spreadsheet to track expenses or social media to market a business. The program includes dramatic narratives of the real-life challenges faced by nascent entrepreneurs in a variety of settings around the world.

Designed for students and entrepreneurs, the HP LIFE e-Learning program enables learners to receive feedback and advice from members of the HP LIFE community. The platform remains dynamic, engaging, and responsive to the emerging concerns of students and entrepreneurs thanks to new modules that are rolled out periodically, peer-to-peer learning, and support from experts in business and technology.

Facilitating HP LIFE e-Learning

What is the role of the facilitator in HP LIFE e-Learning?

HP LIFE e-Learning supports a shift in the traditional role of trainers from teacher/trainer to coach/facilitator. In a traditional face-to-face training course, the trainer leads the learning process, directs learners' activities, determines the order in which those activities are undertaken, and sets the pace at which material is covered. By using online resources, the trainer's role begins to shift away from teaching toward facilitating self-paced learning. This opens up opportunities for the facilitator to provide more personalized support to learners who, in turn, lead their own learning path. The path that learners create depends on what information and skills are most relevant to their real-life challenges and how quickly they master the material.

So what is the role of a facilitator using HP LIFE e-Learning? Your key role is to serve as a resource or coach to help learners navigate and complete online learning tasks by themselves. Although HP LIFE e-Learning is designed for learners to work through on their own, a facilitator can add significant value, especially with learners who are not familiar with self-paced learning, online technologies, or the content and skills being presented. With guidance from a facilitator, learners will be able to more quickly set up an account, navigate around the online site, complete courses, and participate in online discussions. A facilitator also helps learners apply what they learn to real-life situations.

How can I be an effective facilitator?

Even if facilitating or using online learning is fairly new to you, some basic principles of effective facilitation can help you successfully support learning.

The following table compares the role of a traditional trainer to that of a facilitator.

Trainer	Facilitator
Starts from his or her own knowledge	Starts by assessing the knowledge of the individual or group
Delivers lectures to a group of students, usually from the front of the room	Uses practical, participatory methods (e.g., group discussions and activities) in which all members of the group participate
Information flows in one direction, from teacher to student	Information flows in many different directions between the facilitator and individual group members
Has a formal relationship with students, based on the status of a teacher	Considered as an equal, and develops relationships based on trust, respect, and a desire to serve
Is mainly concerned with students finding the right answer	Is mainly concerned with learners asking the right questions

To use HP LIFE e-Learning most effectively,

Prepare in advance
- Read the training materials and familiarize yourself with the entire HP LIFE online platform and courses before classroom integration begins.

Know your learners
- Talk to your learners early on to understand their background knowledge and skills, as well as their level of familiarity with online learning. This will help you build on their strengths and address areas to improve.

Communicate clearly
- Explain self-paced learning to learners and how they will benefit from using HP LIFE e-Learning.
- Demonstrate slowly, ask questions to check that you have been understood, and repeat if necessary.
- Briefly summarize each step before moving to the next step.

Promote engagement in learners
- Ask questions to encourage learners to think about the answers themselves, rather than always telling the answer.
- When working with groups, encourage everyone to speak so that one person does not dominate.
- Give positive feedback and repeat points made by learners to show you are listening and make sure you have understood correctly.
- Keep discussion and activities moving.

Link e-Learning content to real life

- Ask open-ended questions about how the learners will use what they have learned in their own businesses.
- If learners are struggling to understand a concept, give an example related to the type of business they own or plan to own.

Use Cases

The four use cases that follow provide scenarios for integrating HP LIFE e-Learning into the classroom:

- **Facilitator as 1:1 coach**, which offers the benefit of individualized learning and is especially effective with learners who are new to self-paced, online learning, business concepts, and information technology tools.
- **Facilitator as group coach**, which enables learners and/or entrepreneurs to work together, while still offering a high level of facilitator attention per learner.
- "**Flip the classroom**", which refers to the practice of learners completing self-paced courses on their own so that class time can focus on rich class discussion and shared problem solving of real-life challenges that learners face in developing their businesses.
- **Supplement to existing course**, which refers to using the elements of HP LIFE e-Learning, often selectively, to enhance an existing course, allowing for rich, interactive learning and accommodating relatively large cohorts of learners.

The use cases are not necessarily mutually exclusive; some trainers will use more than one use case. The use cases that make most sense for your context will depend on several factors.

Consider the following:

1. What are your and the learners' objectives for the course?
2. What is the background of your learners?
    a. Do they already have experience with self-paced, online learning?
    b. How knowledgeable are they about business concepts?
    c. How skilled are they with information and communication technology, such as spreadsheets, word processing software, and social media?
3. Do they already have experience with self-paced, online learning?
4. How knowledgeable are they about business concepts?
5. How skilled are they with information and communication technology, such as spreadsheets, word processing software, and social media?
6. How many learners do you need to accommodate at one time?
7. Do you have access to computers with a reliable Internet connection in the training center? If so, how many? If not, where will learners be able to access HP LIFE e-Learning? Will they be able to do so outside of class time?
8. Do you have an existing curriculum that you wish to integrate with HP LIFE e-Learning, or will you use it as a standalone course?
9. How familiar are you with online learning?

The matrix on the following pages provides a summary that will help you select among the use cases based on your answers to these questions. Although the use case descriptions that follow provide detailed directions for working with learners in the classroom, they are suggestions only. Similarly, the amount of time estimated to deliver each use case will vary significantly depending on the level of business and/or technology experience of learners, language constraints, the number of learners in the room, etc. Please be prepared to adjust the estimated time to fit your specific situation

Summary Matrix of the Use Cases

	Use Case 1: Facilitator as 1:1 Coach	**Use Case 2:** Facilitator as Group Coach	**Use Case 3:** Flip the Classroom	**Use Case 4:** Supplement to Existing Course
Objectives	• To build the learner's confidence in completing self-paced HP LIFE e-Learning courses • To help the learner understand business concepts and technology skills • To help the learner apply business concepts and technology skills to his or her business context • To provide individualized support to the learner	• To build learners' confidence in completing self-paced HP LIFE e-Learning courses • To support peer-to-peer learning • To help learners understand business concepts and technology skills • To help learners apply business concepts and technology skills to their own business context	• To enhance the e-learning experience by fostering more in-depth knowledge through sharing experience and doing group exercise with peers • To support peer-to-peer learning • To help learners apply business concepts and technology skills to their own business context • To orient learners to HP LIFE e-Learning, if necessary	• To enhance and expand on existing face-to-face curricula concerning business concepts and technology skills • To provide additional opportunities for hands-on practice and online peer-to-peer learning • To orient learners to HP LIFE e-Learning, if necessary
Learner profile	• May be unfamiliar with self-paced learning, business concepts, and/or technology skills • May not have access to a computer and the Internet outside of the classroom • Is not necessarily part of a formal class or cohort • Has reading fluency in one of the HP LIFE e-Learning languages	• May be unfamiliar with self-paced learning, business concepts, technology skills • May not have access to a computer and the Internet outside of the classroom • Is willing to work with another learner in a pair • Has reading fluency in one of the HP LIFE e-Learning languages (at least one learner in the pair)	• Is comfortable with self-paced learning • Has access to a computer, an Internet connection, and, if possible, a printer outside of the classroom • Is comfortable working with others in small groups • Has reading fluency in one of the HP LIFE e-Learning languages	• Is comfortable with self-paced learning • Has access to a computer, an Internet connection, and a printer outside of the classroom • Has reading and writing fluency in one of the HP LIFE e-Learning languages
Role of Facilitator	• A guide leading the learner through the specific steps of his or her first course and subsequent courses	• A guide orienting groups of learners to the HP LIFE e-Learning site, and leading groups of learners through their first course • A resource supporting peer-to-peer learning • A group coach with the ability to group learners for effective interactions	• On Day 1, a guide orienting learners to the online learning platform (if necessary) • On subsequent days, a coach reinforcing concepts learned outside of class with in-class exercises and discussion	• A guide orienting groups of learners to the HP LIFE e-Learning site
Methodology	• Guided exploration • Coaching	• Guided exploration • Coaching	• Guided exploration (optional) • Individual work outside of the classroom • Small-group work in classroom	• Guided exploration (optional) • Individual work outside of the classroom

| **Materials and Preparation**	• One computer for each facilitator-learner pair, or one computer for the learner and one computer connected to a projector for the facilitator • Printer for certificates of completion and downloadable resources	• One computer for each learner pair • Printer for certificates of completion and downloadable resources • One computer connected to a projector for the facilitator	• Facilitators to prepare the small-group exercise, and any associated materials, before Day 1 • One computer connected to a projector for the facilitator • If possible, one computer for each group of learners (3–5 people)	• One computer for each group of learners (4–5 people per group) • One computer connected to a projector for the facilitator
Estimated Time Required	• 90–180 minutes, depending on the pace of the particular learner	• 90–120 minutes, depending on pace of each learner pair	• 30–45 minutes for Day 1 • 45–60 minutes for additional days	• 30–45 minutes for Day 1 • 5–10 minutes for additional days

1. HP LIFE e-Learning Use Case: Facilitator as 1:1 Coach	
Methodology	- Guided exploration - Coaching
Objectives	- To build the learner's confidence in completing self-paced HP LIFE e-Learning courses - To help the learner understand business concepts and technology skills - To help the learner apply business concepts and technology skills to his or her business context
Role of Facilitator	A guide leading the learner through the specific steps of his or her first course and subsequent courses
Learner Profile	- May be unfamiliar with self-paced learning, business concepts, and/or technology skills - May not have access to a computer and the Internet - Is not necessarily part of a formal class or cohort - Has reading fluency in one of the HP LIFE e-Learning languages
Materials and Preparation	- Facilitators to be familiar with all the HP LIFE e-Learning courses and the navigation of the online program - One computer for each facilitator-learner pair, or one computer for the learner and one computer connected to a projector for the facilitator - Printer for certificates of completion and downloadable resources
Estimated Time Required	90–180 minutes, depending on the pace of the particular learner

In-class activities
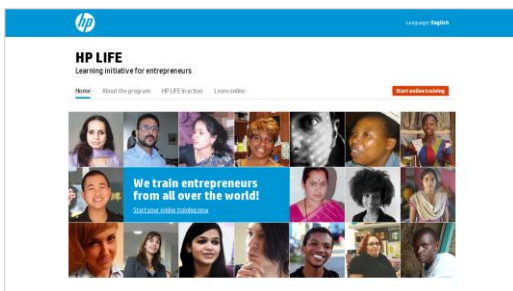
Begin by discussing the learner's objectives. For example, is she or he concerned about setting prices, finding funding, or maximizing operations? Spend a few minutes asking the learner about what he or she hopes to learn and how it applies to his or her business. Be sure to draw out the learner's existing knowledge and skills so you can build on these strengths. Based on what the learner says, suggest a topic for exploration.
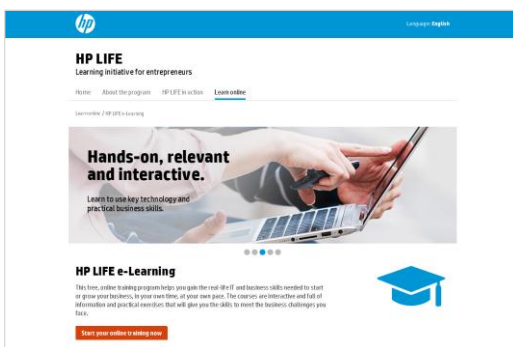

Landing Page

On the computer, show the learner how to get started using HP LIFE online. Show how to type in the HP LIFE e-Learning URL: http://e-learning.life-global.org/
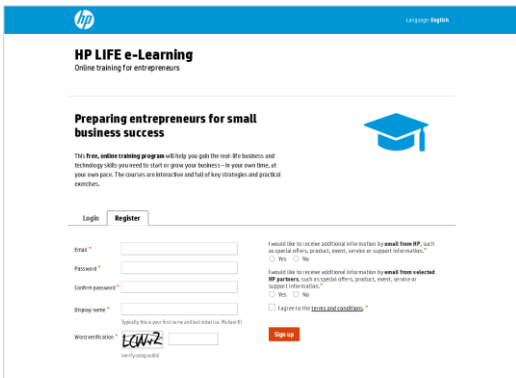
Registering and Logging In

Ask the learner to register for the e-Learning platform by entering his or her email address and creating a password and display name.

If the learner has already registered, ask him or her to sign in.
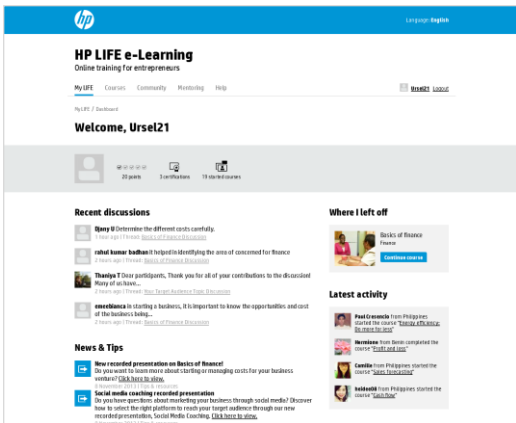
Dashboard

Show the Dashboard page. Spend a few minutes explaining each of the sections of the page: Where I Left Off, Recent Discussions, News & Tips, Latest Activity, and Top Lists.

Note that the learner can sign out of the course at any time and return to the place he or she left off by clicking on the "Where I left off" link in the My Progress section.
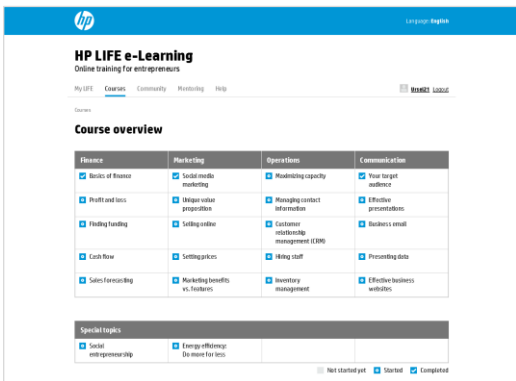
Courses – Choose a Course

Ask the learner to click on the Courses tab. Explain that each course focuses on one of four main topic areas – finance, marketing, communication, and operations – and special topics. Also, each course introduces a different business concept and technology skill relating to business and entrepreneurship.

After the Courses homepage loads, begin the desired course by clicking the Start Course button under the title of the course unit.

Tip

Ask questions before you begin to help the learner narrow down the courses and avoid becoming overwhelmed by the number of options. If the learner has other questions, suggest he or she focus on one course for now then go through other courses later.

Courses – Start

When the learner has chosen a course, orient him or her to the content of the unit as shown on the first page of the course. Show the learner how to move back and forth in the course using the Back and Next buttons or the icons in the menu bar at the top of the page.

Explain that the learner can move around the course at his or her own pace, but that he or she has to complete all sections of the course to receive a course certificate.

Invite the learner to begin exploring!
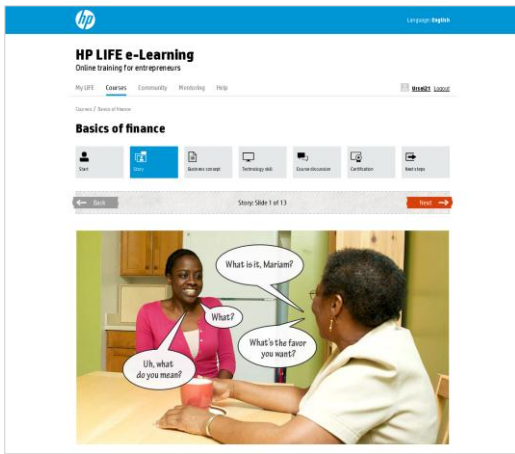
Courses – Story

If the learner is unsure how to begin exploring the first step in the course, the Story, show him or her how to click on the arrow in the middle of the photo.

Tip

If the learner prefers to just read the story, he or she can turn off the sound and read the captions. To view with audio, the learner should click on the large play button in the middle of the first photo to start the audio. To view without audio, he or she should click on the Next button to advance.

You can offer to read along with the learner and assist with translating and/or defining any unfamiliar words.

Courses – Business Concept

When the story ends, the first page of the Business Concept section automatically appears.

Encourage the learner to explore the course, using the Next and Back buttons to continue forward or to repeat any material he or she is unsure of. You can offer to work through the Business Concept activity with the learner, so you can answer any questions she or he may have.

As the learner works through the activity, ask some open-ended questions to help connect what he or she is learning with his or her own business challenge. For example:

- Are these some of the questions you are thinking about for your business now?
- What have you done so far to try to answer your questions?
- What else would help you?

Tip

If the learner has a more substantial question about the interactivity or the material presented, first ask a question or offer a prompt to try to get the learner to find the answer on his or her own. Encourage the learner to try things, and remind him or her that the online course will give feedback. Also, the learner can always try again! However, if the learner is really struggling, offer more detailed guidance, including, if applicable, more details about specific business concepts and technology skills.
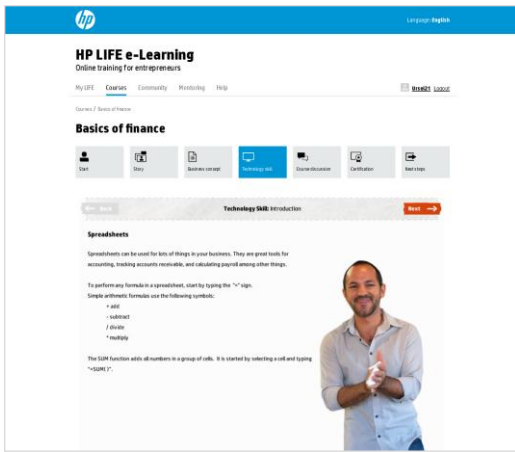
Courses – Technology Skill

After the learner completes the Business Concept section, the Technology Skill section will automatically appear.

As the learner works through this section, remind him or her to follow the onscreen prompts. If he or she struggles, you can offer guidance.

When the section is finished, ask questions to help the learner connect the skills to his or her own business. For example:

- Is this technology skill something you can use in your own business?
- How have you used this technology skill before taking this course?

At the end of the Technology Skill section, there is a page for Downloadable Resources. Encourage the learner to download the resources and review the documents.
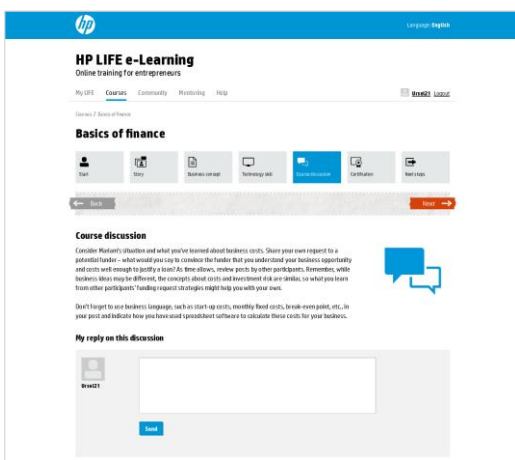
Courses – Course Discussion

When the learner reaches the Course Discussion page, encourage the learner to read through some of the prior posts to get ideas from the other participants in the HP LIFE community. Point out that much of the "expertise" in the HP LIFE community comes from the participants, and that they are making an important contribution to the collective knowledge of the community with each post.

Tip

Remind learners that they should post a thoughtful reply that is responsive to the question being posed (and not, for example, a review of the course itself). Replies should be at least one or two sentences to ensure ideas come across. Encourage the learner to reply to other comments posted, as relevant.
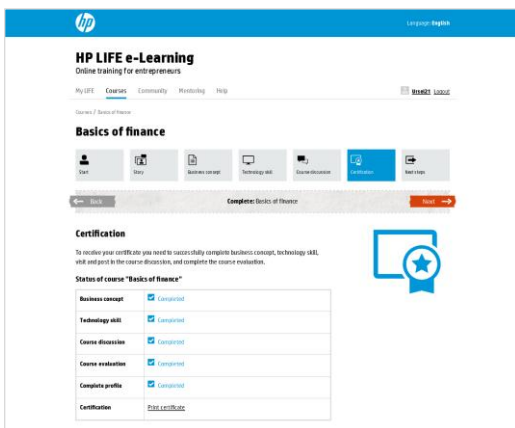
Courses – Certification

Be sure to congratulate the learner, and encourage him or her to fill out the short survey that appears before the printable certificate. Let him or her know that the survey is designed to improve the course, so honesty is important.

Completing the survey is required for certification, but the **content** of the answers will not affect certification.
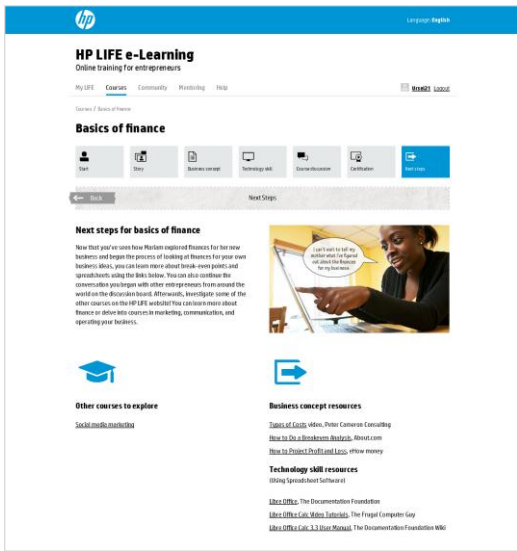
Courses – Next Steps

You may wish to remain with the learner as he or she completes the course, or just say that you are available to answer any questions. Either way, be sure to have a summary discussion after the learner finishes the course. For example:

- What did you learn?
- How did you answer the discussion forum question?
- What do you want to learn next?
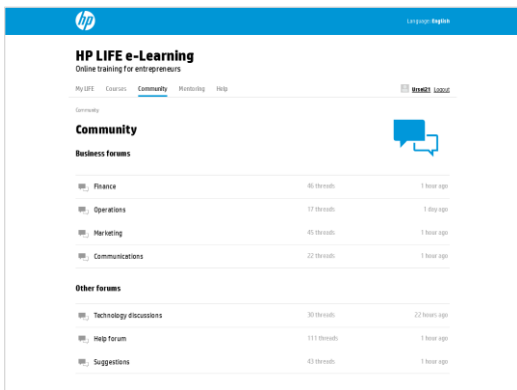
Community Main Page

The first time the learner uses HP LIFE e-Learning, ask him or her to click on the Community tab. Explain that the next portion of the site provides links to all of the discussions that are available in the HP LIFE e-Learning Community. Here learners may share questions and solutions with other aspiring entrepreneurs and successful business owners from their communities and around the world.

Tip
Spend a few moments pointing out each of the sections of the page.
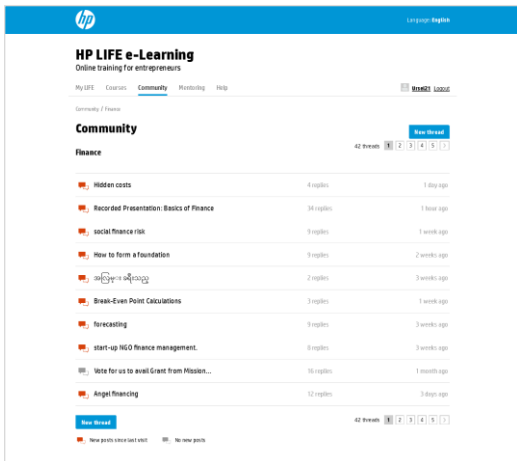
Community – Selecting a Thread

Show the learner how to select a thread. Explain that a thread is a form of online discussion. It is a series of messages that have been posted as replies to other messages.

Ask the learner to click on one of the four Business Discussion areas (e.g., Finance).

When the page loads, point out the rows with different topic titles on the left, the number of replies in the center, and the time since the most recent post on the right. Also note the "talking bubble" icons on the far left. These indicate whether there has been activity on a thread since the learner's last visit.

Select a thread with more than 10 replies. Point out the initial posting and its associated replies. Note that the learner can reply by clicking on the link at the bottom of a post. He or she can also click a link to tag a post is useful. Also, the learner can flag a post if he or she believes it is inappropriate, and the online discussion moderator will investigate.
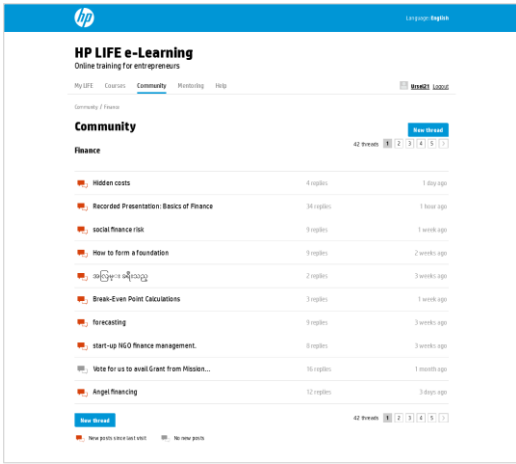
Community – Finding Relevant Topics

Ask the learner for a topic of interest, either related to the course he or she just completed or another area of interest.

Ask the learner to take a few minutes to explore the Community page and find a thread on that topic. If the learner struggles, show him or her how to browse for topics that are relevant to that interest. Explain that he or she should:

- Start by selecting one of the four Business Discussions or the Technology Discussion.
- Scroll through the thread titles to look for key words related to his or her interest. Note that a discussion forum often contains multiple pages, which can be accessed using the page numbers and arrows at the top and bottom of each page.
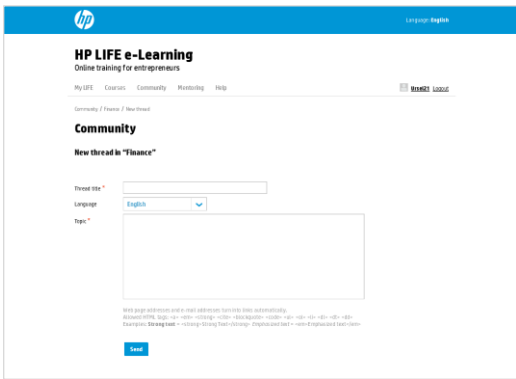
Community – Starting a New Thread

Go back to the summary page for the forum, and show the learner the New Thread button. Ask him or her to click on it, and point out the Title box and the Topic box on the page that appears.

This is a good time to ask some open-ended questions that will help the learner recognize what makes a good posting. For example:

- What do you think are the characteristics of a good posting?
- Do you think the length of the posting is important? Why or why not?
- How do the terms used in the posting help (or not help) communicate the writer's message?

Invite the learner to explore the online discussion forums. Ask him or her to read at least three threads, and then either reply to one of the threads or create a new thread.

When the learner finishes, ask some additional questions:

- What did you learn?
- Did you reply to an existing thread or create a new one? Why?
- How will you use the discussion boards in the future?
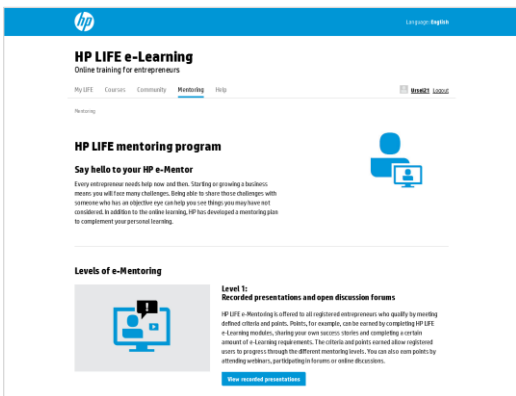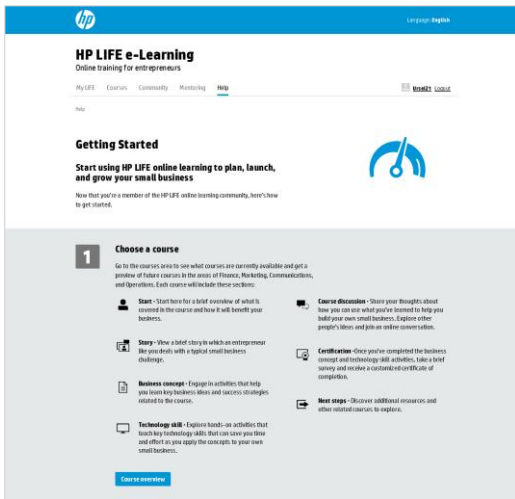

Mentoring

Now ask the learner to click on the Mentoring tab. Explain that by engaging in courses and participating in the online community, learners earn points that may make them eligible to receive mentoring from HP experts and other benefits.

Tip

Encourage the learner to explore this area after he or she has completed a few courses.

Help

Finally, ask the learner to click on the Help tab. Explain that this final section of the site contains information about how to use the site. Learners can access Help at any time to view the Getting Started page and an overview of the features available on the site.

2. HP LIFE e-Learning Use Case: Facilitator as Group Coach	
Methodology	• Guided exploration • Coaching
Objectives	• To build the learners' confidence in completing self-paced HP LIFE e-Learning courses • To support peer-to-peer learning • To help learners understand business concepts and technology skills • To help learners apply business concepts and technology skills to their own business context
Role of Facilitator	• A guide orienting groups of learners to the HP LIFE e-Learning site, and leading groups of learners through the specific steps of their first course • A resource supporting peer-to-peer learning • A group coach with the ability to group learners according to similar levels of business and IT knowledge and advancement in their business project (i.e., aspiring entrepreneurs with a business plan vs. established entrepreneurs) for effective learning
Learner Profile	• May be unfamiliar with self-paced learning, business concepts, or technology skills • May not have access to a computer and the Internet outside of the classroom • Is willing to work with another learner in a pair • Has reading fluency in one of the HP LIFE e-Learning languages (at least one learner in a pair)
Materials and Preparation	• Facilitators to be comfortable with all the HP LIFE e-Learning courses and with the navigation of the online program • One computer for each learner pair • Printer for certificates of completion and downloadable resources • One computer connected to a projector for the facilitator
Estimated Time Required	• 90–120 minutes, depending on the pace of each learner pair

In-class activities

In a large group, begin by discussing the learners' objectives. For example, are they concerned about setting prices, finding funding, or maximizing their operations? Spend a few minutes in the large group asking learners about what they hope to learn and how it applies to their own business. Be sure to draw out each person's existing knowledge and skills so that you can build on their strengths. Based on what they say, suggest a topic that seems relevant to the majority of the group.

Tip

If possible, select learners for the large group ahead of time. Ideally, these learners should have similar levels of business knowledge and IT knowledge, and similar advancement in their business project (aspiring entrepreneurs vs. established entrepreneurs).

Pair learners based on:

- Mutual areas of interest
- Language ability (ensure at least one learner in each pair has reading fluency in an HP LIFE e-Learning language)
- Familiarity with business concepts
- Familiarity with technology skills

When you can, it's a good idea to match pairs with similar knowledge and skills. If one or more learners are significantly behind the rest of the group, consider giving them a partner who is willing to help them.

Have learner pairs sit at computers and follow along as you demonstrate on the projected computer screen
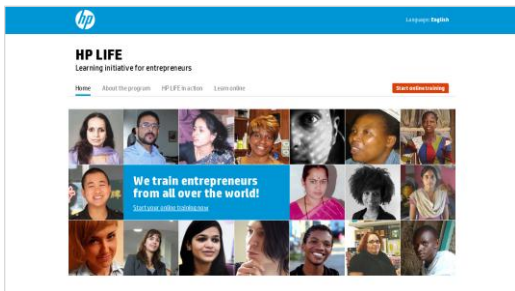
Introduction to HP LIFE e-Learning

Note: this section is optional and only needs to be done once per group of learners.

Explain to learners that you are going to introduce a new resource.

HP LIFE e-Learning is a free, online training program designed for students, entrepreneurs and small-business owners to develop their IT and business skills—anytime, anywhere.

Landing Page
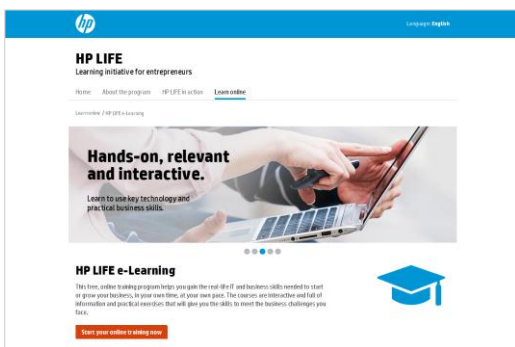
On the computer connected to the projector, go to http://e-learning.life-global.org/.

For each of the following sections, encourage learners to follow along and explore as you orient them at the front of the room. Respond to questions as they arise.
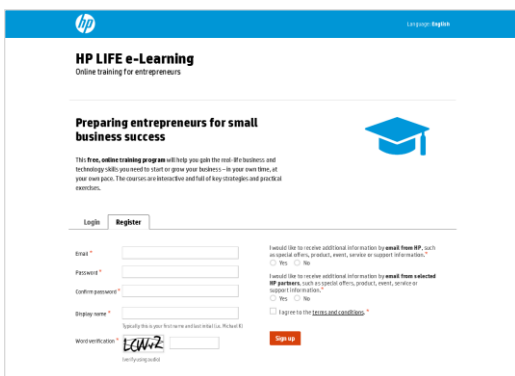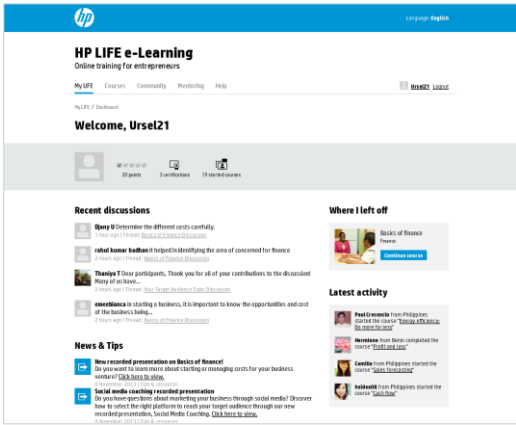
Registering and Logging In

Ask each pair to register for the e-Learning platform by entering an email address and creating a password and display name.

If one of the learners in a pair has already registered, ask the other learner to register.

On the computer connected to the projector, sign in.
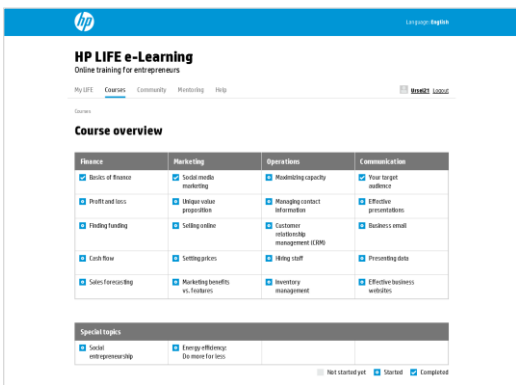
Dashboard

Show the Dashboard page and explain that learners can view and access their most recent activity on the site.

Point out each of the sections of the page: Where I Left Off, Recent Discussions, News & Tips, Latest Activity, and Top Lists.

Show how to edit the profile and account information from the Dashboard page. To change your email or password hover over My LIFE and then click Settings. To change your name or country, click on My Profile.

Ask the registered learners to update their profile with their name and country. They can update other information at a later time.

Note that learners can sign out of the course at any time and return to the place they left off by clicking on the "Where I left off" link in the My Progress section.


Courses

On the computer connected to the projector, go to the Courses page, and ask learners to follow along on their computers. Explain that this page contains links to all of the course modules. Each course summary contains a brief description about the business concept and technology taught in the units currently offered. The program keeps track of the learner's progress within each unit. Learners can choose to start or continue a unit at any time.

Explain that each course focuses on one of four main topic areas – finance, marketing, communication, and operations – and special topics. Also, each course introduces a different business concept and technology skill relating to business and entrepreneurship.

Tell learners you will come back to explore a course in more depth in a few minutes, after going over the rest of the site first.
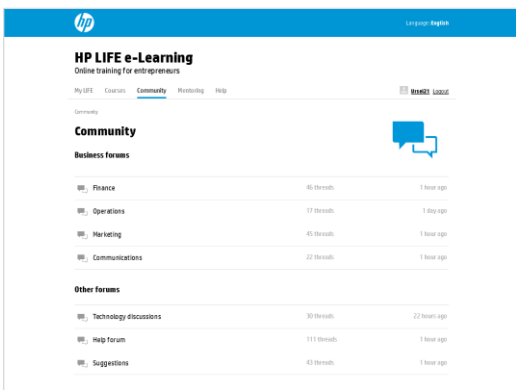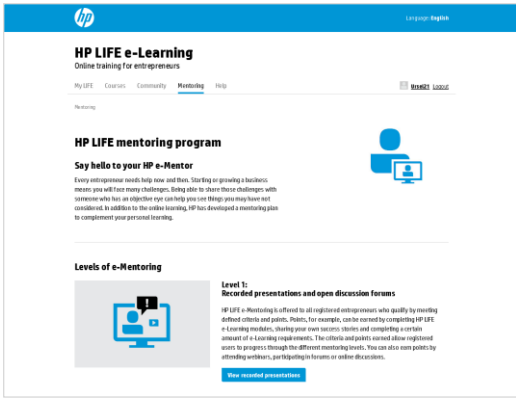

Community

Now click on the Community tab, and ask the learners to follow on their computer. Explain to learners that the next portion of the site, Community, provides links to all of the discussions that are available in the HP LIFE e-Learning Community. Here learners may share questions and solutions with other aspiring entrepreneurs and successful business owners from their communities and around the world.

Tip

Spend a few moments pointing out each of the sections of the page.

Invite learners to spend a few minutes reading through the different posts. Ask the pairs for a topic of interest, and ask them to take a few minutes to explore the Community page and find a thread on that topic.
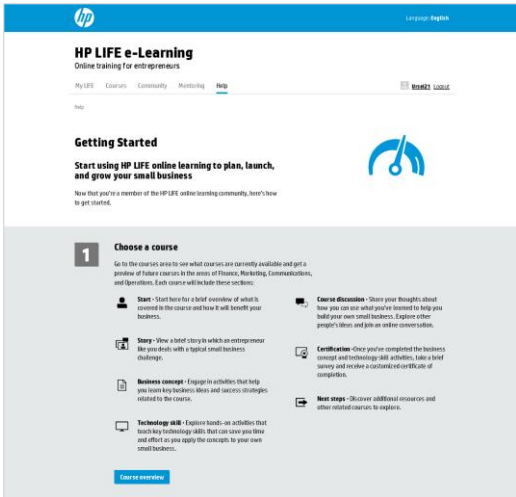
Mentoring

Now click on the Mentoring tab, and ask the learners to follow on their computer. Explain that by engaging in courses and participating in the online community, learners earn points that may make them eligible to receive mentoring from HP experts and other benefits.
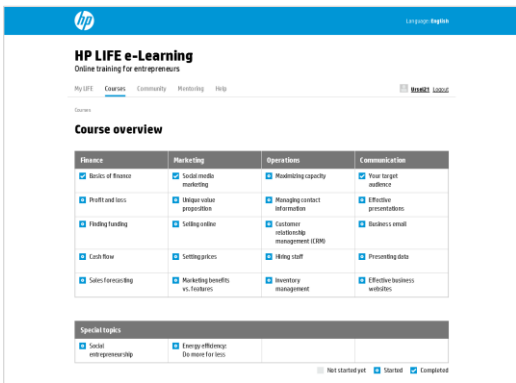
Tip

Encourage learners to explore this area after they have completed a few courses.

Help

Click on the Help tab, and ask the learners to follow on their computer. Explain that this final section of the site contains additional information about the site. Learners can access Help at any time to view the Getting Started page and an overview of the features available on the site.
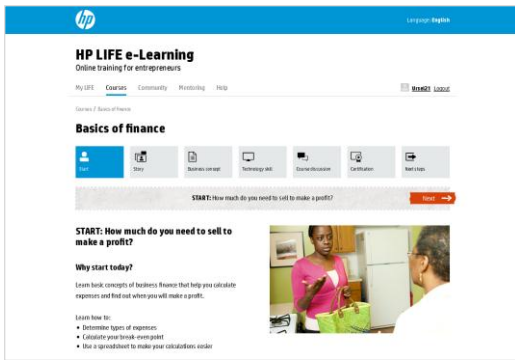

Courses – Choose a Course

Explain that each pair will now work through a course.

Ask learners to click on the Courses tab.

Select a course to demonstrate on the computer connected to the projector.

Courses – Start

On the computer connected to the projector, orient the class to the Start page as shown on the first page of the course.

Give learners a quick orientation to each section of the course, following the descriptions in each section of the Start page: Story, Business Concept, Technology Skill, Course Discussion, Certification, and Next Steps.

Show the class how to move back and forth in the course using the Back and Next buttons or the icons in the menu bar at the top of the page.

Explain that learners can move through the course at their own pace, but that they have to complete all sections of the course to receive a course certificate.

Invite the learner pairs to begin exploring! At this point, begin circulating around the room to check on progress and offer guidance as needed.

As you are circulating, use the guidance in each of the following sections to help learner pairs get the most out of each section of the course. Alternatively, you can do a high-level walk-through of each section, following the same guidance, before telling the learner pairs to explore on their own.
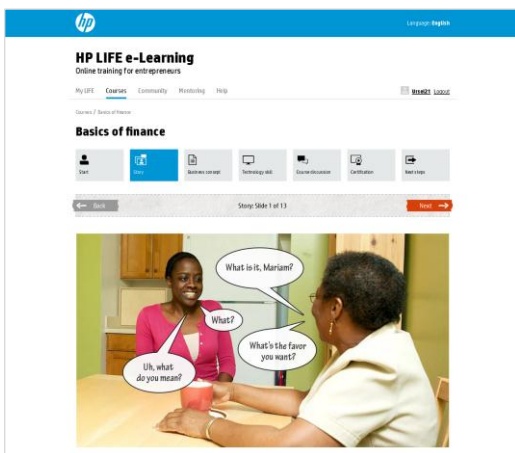
Courses – Story

If learners are unsure how to begin exploring the first step in the course, the Story, show them how to click on the arrow in the middle of the photo.

Tip

To avoid too much noise in the room, ask learners to turn off the sound and just read the captions. To view with audio, learners should click on the large play button in the middle of the first photo to start the audio. To view without audio, they should click on the Next button to advance.

Suggest that pairs work together to follow the story and translate or define unfamiliar words. If a pair is struggling, you can offer to read along with them, and assist with translating and/or defining any unfamiliar words.

Courses – Business Concept

When the story ends, the first page of the Business Concept section will automatically appear.

As you are circulating, ask each pair some open-ended questions to help them connect what they are learning with their own business challenge. For example:

- Are these some of the questions you are thinking about for your business now?
- What have you done so far to try to answer your questions?
- What else would help you?

Then encourage learner pairs to continue to explore the course, using the Next and Back buttons to continue forward or to repeat any material they are unsure of.

Tip

If learners have more substantial questions about the interactivity or the material presented, first ask a question or offer a prompt to try to get them to find the answers on their own. You can also suggest that they discuss the questions within their pairs and try to determine answers. Encourage them to try things, and remind them that the online course will give feedback. Also, they can always try again! However, if the learner pair is really struggling, offer more detailed guidance, including, if applicable, more detail about specific business concepts and technology skills.
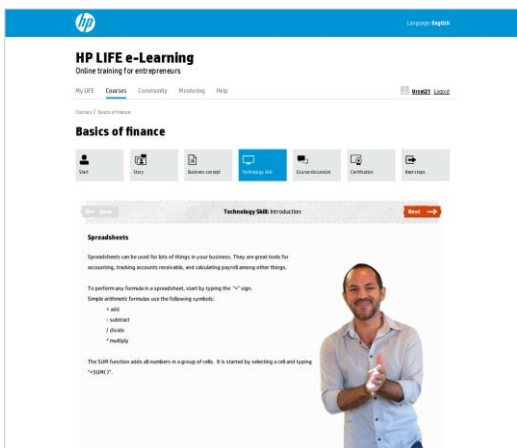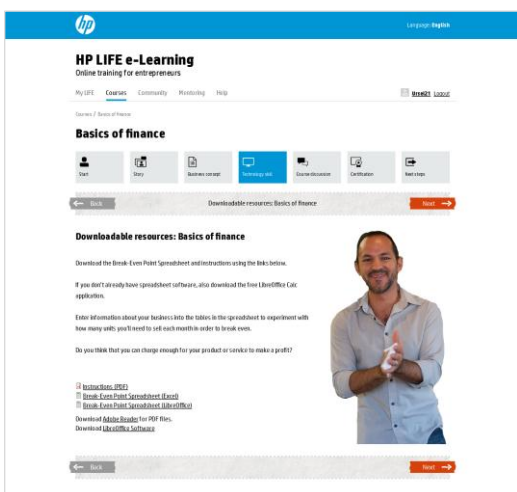

Courses – Technology Skill

After learners complete the Business Concept section, the Technology Skill section automatically appears.

As learners work through this section, remind them to follow the onscreen prompts. If they struggle, you can offer guidance.

As you are circulating, ask questions to help learners connect the skills to their own businesses. For example:

- Is this technology skill something you can use in your own business?
- How have you used this software before taking this course?


Courses – Downloadable Resources

At the end of the Technology Skill section, there is a page for Downloadable Resources. Encourage learners to download the resources and review these documents as a pair.

Tip

To reach the Downloadable Resources quickly, go to the Course Discussion and click on the Back button. Suggest that learners practice reaching the Downloadable Resources in this way.
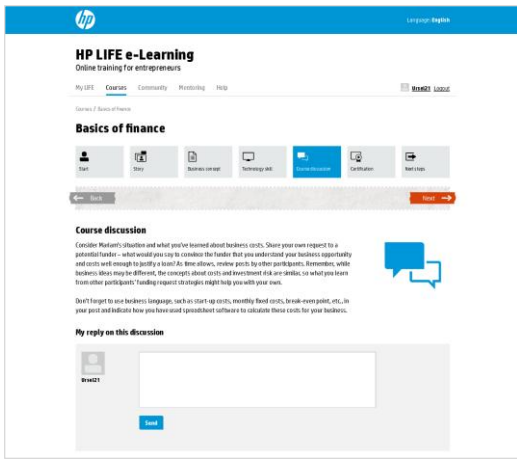
Courses – Course Discussion

When learners reach the Course Discussion page, encourage them to read through some of the prior posts to get ideas from the other participants in the HP LIFE community. Point out that much of the "expertise" in the HP LIFE community comes from the participants, and that they are making an important contribution to the collective knowledge of the community with each post.

Tip

Remind learners that they should post a thoughtful reply that is responsive to the question that is being posed (and not, for example, a review of the course itself). Their replies should be at least one or two sentences to ensure they get their ideas across. Also suggest that they reply to other learners' posts.
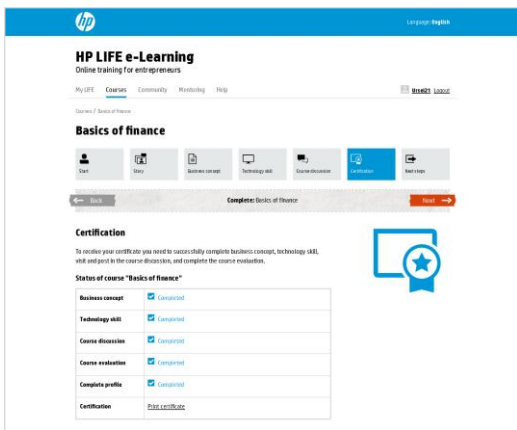
Courses – Certification

Be sure to congratulate the learners, and encourage them to fill out the short survey that appears before the printable certificate. Let them know that the survey is designed to improve the course, so their honesty is important.

Completing the survey is required for certification, but the **content** of their answers will not affect their certification.
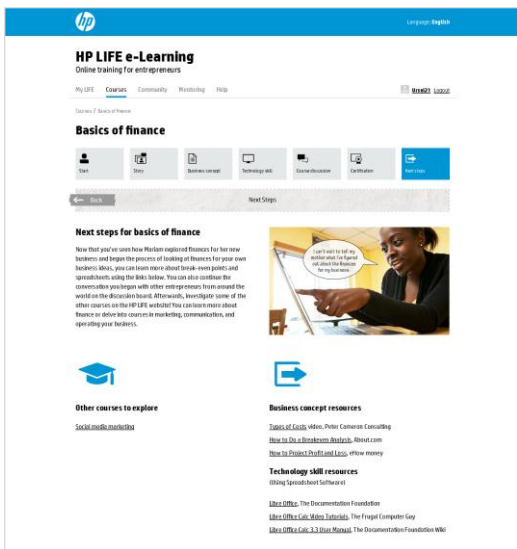
Courses – Next Steps

Have a summary discussion after learner pairs finish the course. Some questions to ask:

- What did you learn?
- How did you answer the discussion forum question?
- What do you want to learn next?

If learner pairs finish around the same time, this can be a large-group discussion. If they are working at different paces, you can pose the questions to each learner pair separately.

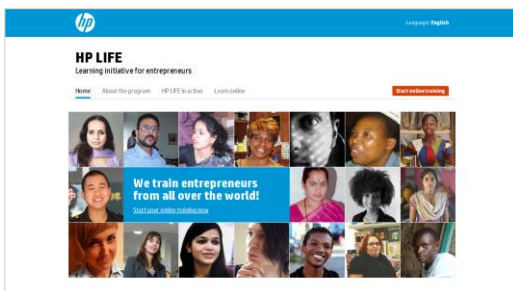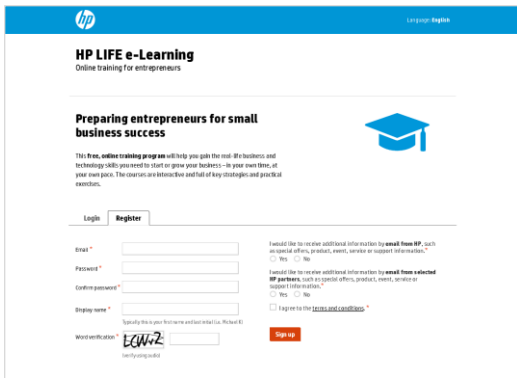| 3. HP LIFE e-Learning Use Case: Flip the Classroom	
Methodology	• Guided exploration (optional) • Individual work outside of the classroom • Small-group work in the classroom
Objectives	• To enhance the e-learning experience by fostering more in-depth knowledge through sharing experiences and doing group exercises with peers • To support peer-to-peer learning • To help learners apply business concepts and technology skills to their own business context • To orient learners to HP LIFE e-Learning, if necessary
Role of Facilitator	• On Day 1, a guide orienting learners to the online learning platform (if necessary) • On additional days, a coach reinforcing concepts learned outside of class with in-class exercises and discussion
Learner Profile	• Is comfortable with self-paced learning • Has access to a computer, an Internet connection, and, if possible, a printer outside of the classroom • Is comfortable working with others in small groups • Has reading fluency in one of the HP LIFE e-Learning languages
Materials and Preparation	• Facilitators should be familiar with all the HP LIFE e-Learning courses, especially with all aspects of the particular course assigned. • Facilitators should prepare the small-group exercise, and any associated materials, before Day 1. • One computer connected to a projector for the facilitator. • If possible, one computer for each group of learners (three to five people).
Estimated Time Required	• 30–45 minutes for Day 1 • 45–60 minutes for additional days

In-class activities – Day 1

Introduction to HP LIFE e-Learning

Note: This section is optional, and only needs to be done once per group of learners.

Organize learners in pairs or small groups according to how many computers are available in the training room.

Explain to learners that you are going to introduce a new resource for their work outside the classroom.

HP LIFE e-Learning is a new, free, online training program designed for students, entrepreneurs and small-business owners to develop their IT and business skills – anytime, anywhere.

Access HP LIFE e-Learning

On the computer connected to the projector, go to http://e-learning.life-global.org/.

Show learners how to register for the e-Learning platform by entering an email address and creating a password and display name. Ask that each member of each pair or group register now.

For each of the following sections, encourage learners to follow along and explore as you orient them at the front of the room. Respond to questions as they arise.
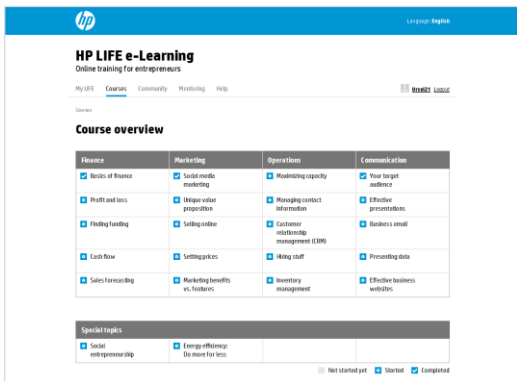

Dashboard

Show the Dashboard page and explain that learners can view and access their most recent activity on the site.

Point out each of the sections of the page: Where I Left Off, Recent Discussions, News & Tips, Latest Activity, and Top Lists.

Show how to edit the profile and account information from the Dashboard page. To change your email or password hover over My LIFE and then click Settings. To change your name or country, click on My Profile.

Ask the registered learner to update his or her profile with name and country. The learner can update other information at a later time.
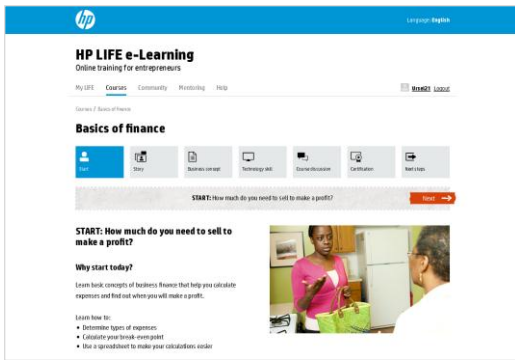

Courses

On the computer connected to the projector, go to the Courses page, and ask learners to follow along on their computers. Explain that this page contains links to all of the course modules. Each course summary contains a brief description about the business concept and technology taught in the units currently offered. The program keeps track of the learner's progress within each unit. Learners can choose to start or continue a unit at any time.

Explain that each course focuses on one of four main topic areas – finance, marketing, communication, and operations – and special topics. Also, each course introduces a different business concept and technology skill relating to business and entrepreneurship.
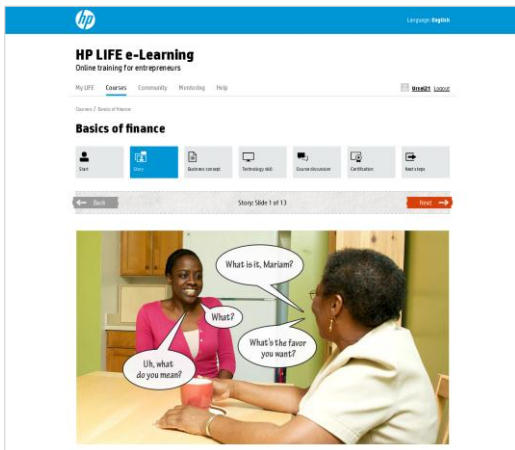
Explain that courses are organized with the following structure:

Start, Story, Business Concept, Technology Skill, Course Discussion, Certification, and Next Steps

Courses – Start

Click on the Start icon at the top of the page to go to the Start page. Ask learners to follow along on their computers. Explain that this section provides a brief overview of what is covered in the topic and how it will benefit the learner's business. It also includes a summary of the learning goals in the topic and a preview of the next steps in the topic.
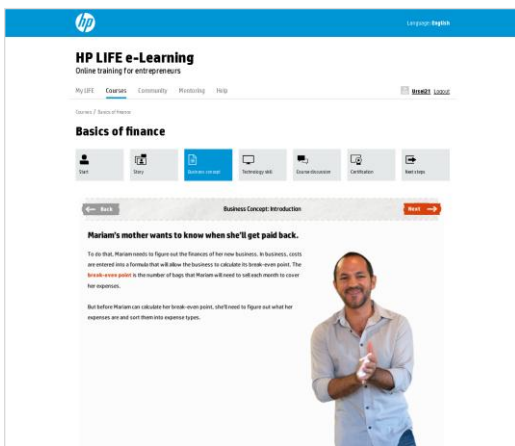

Courses – Story

Next, click on the Story icon to view the photo novella. Explain that here learners can view a brief story in which an entrepreneur deals with a typical business challenge. The story is presented with speech bubbles with optional audio, and the characters reappear in other activities within the course to guide the learning process.
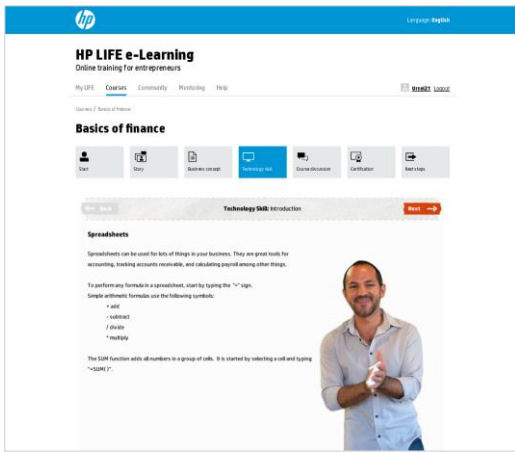
Tip

If learners prefer to just read the story, they can turn off the sound and read the captions. To view with audio, the learner should click on the large play button in the middle of the first photo to start the audio. To view without audio, they should click on the Next button to advance.

Ask learners not to start watching the story now, but invite them to do so at a later time.

Courses – Business Concept

Click on the Business Concept icon to move to this part of the course, and ask learners to follow on their computers. Explain that this section engages learners in activities that help them learn key business ideas and success strategies related to the topic. Activities include guided opportunities for them to demonstrate their understanding of key definitions and concepts.
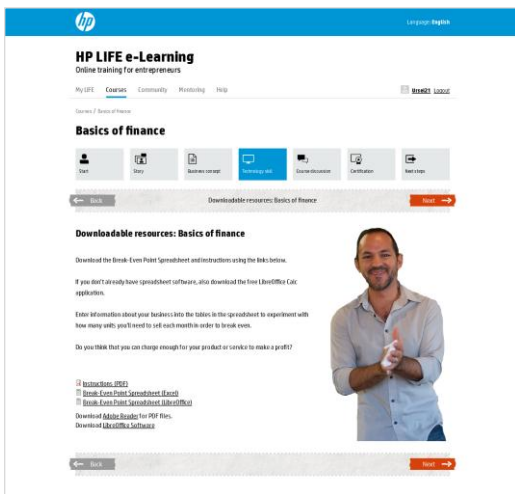
Courses – Technology Skill

Now, click on the Technology Skill icon, and ask learners to do so on their computers. Explain that in the Technology Skill portion of each course, learners experience hands-on activities that teach key technology skills relevant to the Business Concept. These activities include tutorials that introduce and demonstrate technology skills, and provide opportunities to download examples and practice them. The section is designed to show learners the skills that can save time and effort as they apply the concepts to their own business.

Tip
Remind learners to follow the onscreen prompts as they work through the Technology Skill section.
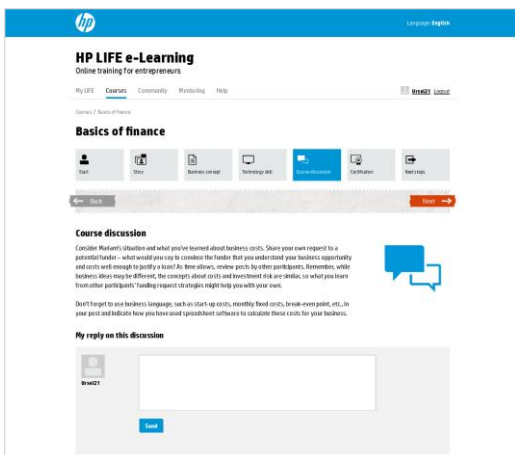

Courses – Downloadable Resources

At the end of the Technology Skill section there is a page for Downloadable Resources. Click through to this page now. Explain to learners that this page includes documents they can download related to the Business Concept and/or Technology Skill.

Tip
To reach the Downloadable Resources quickly, go to the Course Discussion page and click on the Back button. Suggest that learners practice reaching the Downloadable Resources in this way
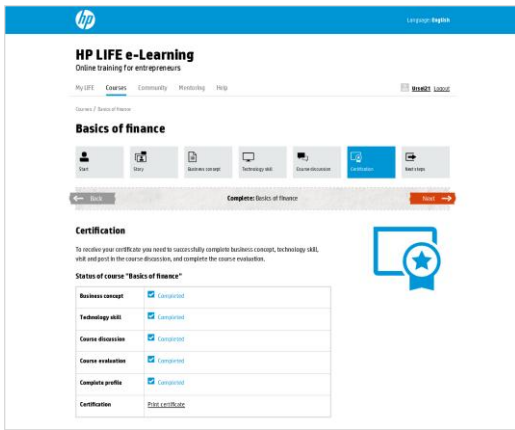

Courses – Course Discussion

Go to the Course Discussion page by clicking on the icon, and ask learners to do so on their computers. Explain that in the Course Discussion, learners can share their thoughts about how to use what they have learned to help build their own small business. They can explore other people's ideas and join an online conversation with others in their community and around the world. Each Course Discussion will focus specifically on the topic at hand.

Suggest that learners scroll down and read some of the posts, but ask them not to add their own post at this time.

Tip
Remind learners that they should post a thoughtful reply that is responsive to the question being posed (and not, for example, a review of the course itself). Their replies should be at least one or two sentences to ensure they get their ideas across. Also suggest that they reply to other learners' posts.
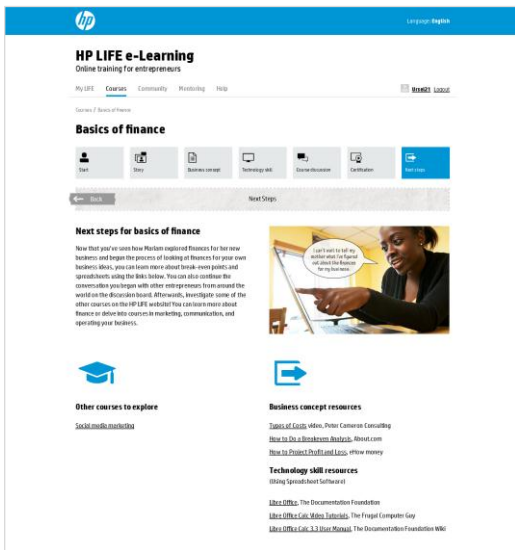
Courses – Certification

Click on the Certification icon. Explain that after learners have completed the Business Concept and Technology Skill activities, they take a brief survey and receive a customized certificate of completion. This document lets them show others what they have achieved in business understanding and skills.
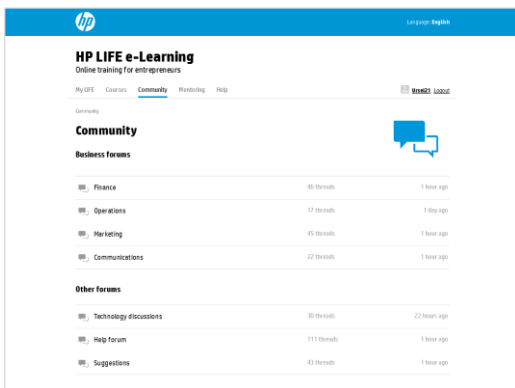
Tip

Let learners know that the survey is designed to improve the course, so their honesty is important. Completing the survey is required for certification, but the content of their answers will not affect their certification.

Courses – Next Steps

Click on the Next Steps icon. Explain that in this final section of each course, learners can discover additional resources and other related topics to explore.

Invite learners to explore this section by clicking on one or two resources.
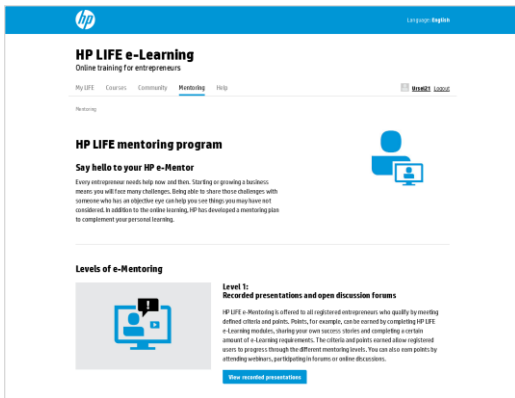

Community

Now click on the Community tab. Explain to learners that the next portion of the site, Community, provides links to all of the discussions that are available in the HP LIFE e-Learning Community. Here learners may share questions and solutions with other aspiring entrepreneurs and successful business owners from their communities and around the world.

Tip

Spend a few moments pointing out each of the sections of the page.

Invite learners to spend a few minutes reading through the different posts. Ask the group for a topic of interest, and ask them to take a few minutes to explore the Community page and find a thread on that topic.
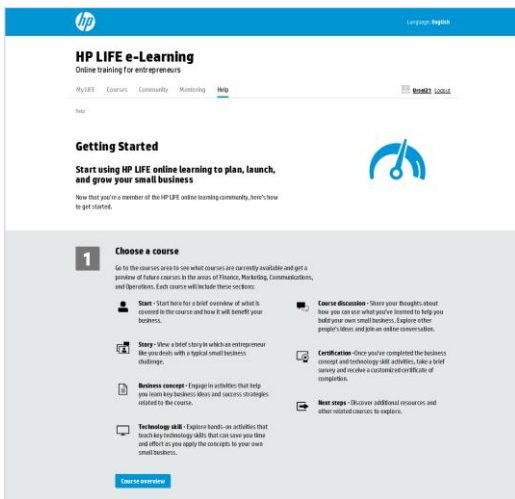
Mentoring

Now click on the Mentoring tab, and ask the learners to follow on their computer. Explain that by engaging in courses and participating in the online community, learners earn points that may make them eligible to receive mentoring from HP experts and other benefits.

Tip

Encourage learners to explore this area after they have completed a few courses.

Help

Click on the Help tab, and ask the learners to follow on their computers. Explain that this final section of the site contains additional information about the site. Learners can access Help at any time to view the Getting Started page and an overview of the features available on the site.

Assignment

When you have finished orienting learners to the HP LIFE e-Learning website, ask them to go through a particular course prior to the next class. Assign the same course to everyone, preferably one that is relevant to what they are learning in the classroom at that time.

Tip

Be very clear about the assignment outside of the classroom. If learners need to do any work in addition to going through the assigned course (e.g., printing documents or preparing worksheets), explain that to them.

In-class activities – Additional Days

Debrief of Self-Paced Activity

Ask learners to share their experiences of having completed the course before the session. For example:

- What did you find most interesting about this course?
- What did you find challenging about it?
- What questions do you still have about the topic?
- How might you apply what you have learned to your own small business?

Tip

Probe for challenges the learners had in understanding the concepts as well as any specific challenges they may have had in completing the activities.

Transition to Small Groups

Explain that the learners will now have the opportunity to work in small groups to apply what they have learned to their own small business. Remind them that if they are not currently operating a small business, they may focus on a business they might like to start at some point.

Divide learners into small groups (three to five people) based on their type of business (service, online, etc.). It may also help to group them by their level of business experience or the size of their business, though that is not strictly necessary.

Small-Group Exercise

Note: It is important to have the small-group exercise prepared in advance for this session. As preparation, review the Downloadable Resources for the specific course. If necessary, print copies of the resources that learners will use in this activity.

Ask the groups to work together on an exercise to reinforce what they learned in the course they completed outside of class and to then apply their learning to their own business.

Ask the groups to log in to the e-Learning site and go to the Downloadable Resources page in the course. Instruct the learners on how to use the Resources in the small-group activity.

Circulate and visit each group to help any learners or groups that are struggling. Your role is to guide and coach the learners as they apply what they have learned independently to address a problem in their own business. Always begin by encouraging them to explore and use the resources in the course to discover the answers. You can also encourage peer-to-peer coaching, and remind the learners that they are part of a global community of learners.

Tip

When preparing the group exercise, you can also have learners access the Downloadable Resources before this session takes place and then bring their results to share with their small group.

Example Activities

- **For the course on Basics of Finance (Finance),** ask learners to compare their business expenses with those of other learners in a similar line of business using the downloadable Breakeven Point Spreadsheet. They can then discuss how they made their decisions about expenses.
- **For the course on Your Target Audience (Communication),** ask learners to work together to create survey questions – either using Survey Monkey if they have computer access in the classroom or on paper – that will help them gather the information for the downloadable Target Audience Profile Worksheet for their type of business.
- **For the course on Setting Prices (Marketing),** have learners in a similar type of business work together to list the prices charged by their competition on the downloadable Price Comparison Worksheet. They can discuss and note the value of each competitor, and then decide on a price to charge for their businesses.
- **For the course on Hiring Staff (Operations),** have learners work together to write a job description for one of the group members who would like to hire a new employee. If no one is ready to hire staff, have them imagine the type of position they will likely want to fill in the future, and ask them to write a job description for that position. Remind them to emphasize the key skills needed and the specific job duties, and to note the hours or special working conditions. The downloadable Tips for Hiring Applicants has some helpful suggestions about writing a job description.
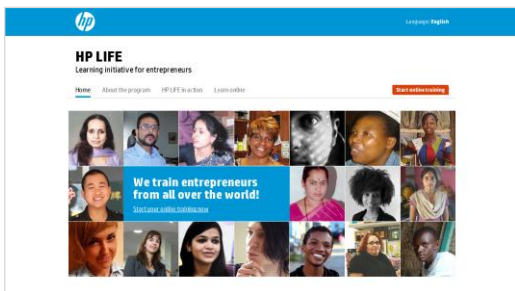
Large-Group Debrief

Have learners come together as a large group to share what they have learned. Ask for one or two points from each small group.

When each group has shared, ask the entire group how they can apply what they have learned in their own business. For example:

- What business concepts or technology skills did you learn?
- Which of those business concepts or technology skills is most valuable? Why?
- Are there any aspects of this course you want to review or explore further?
- How will your application of this knowledge and these skills help you to build your business?
- What else do you want to learn about this topic?

4. HP LIFE e-Learning Use Case: Supplement to Existing Course	
Methodology	• Guided exploration (optional) • Individual work outside of the classroom
Objectives	• To enhance and expand on existing face-to-face curricula concerning business concepts and technology skills • To provide additional opportunities for hands-on practice and online peer-to-peer learning • To orient learners to HP LIFE e-Learning, if necessary
Role of Facilitator	• A guide orienting groups of learners to the HP LIFE e-Learning site
Learner Profile	• Is comfortable with self-paced learning • Has access to a computer, an Internet connection, and a printer outside of the classroom • Has reading and writing fluency in one of the HP LIFE e-Learning languages
Materials and Preparation	• Facilitators should be familiar with the HP LIFE e-Learning courses, and with the navigation of the online program. • One computer for each group of learners (four to five people per group). • One computer connected to a projector for the facilitator.
Estimated Time Required	• 30–45 minutes for Day 1 • 5–10 minutes for additional days

In-class activities

Introduction to HP LIFE e-Learning
Note: This section is optional, and only needs to be done once per group of learners.

Organize learners in pairs or small groups according to how many computers are available in the training room.

Explain to learners that you are going to introduce a new resource for their work outside the classroom. HP LIFE e-Learning is a new, free, online training program designed for students, entrepreneurs and small-business owners to develop their IT and business skills — anytime, anywhere.
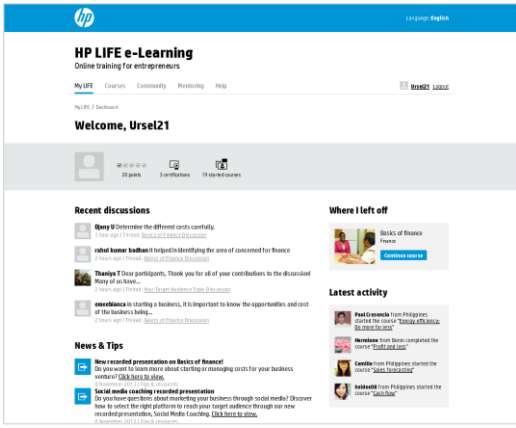

Access HP LIFE e-Learning
On the computer connected to the projector, go to http://e-learning.life-global.org/.

Show learners how to register for the e-Learning platform by entering an email address and creating a password and display name. Ask that each member of each pair or group register now.

For each of the following sections, encourage learners to follow along and explore as you orient them at the front of the room. Respond to questions as they arise.
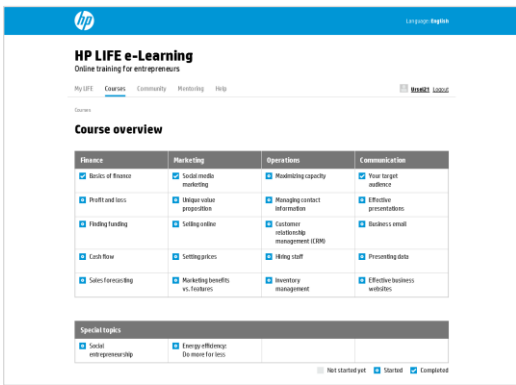
Dashboard

Show the Dashboard page and explain that learners can view and access their most recent activity on the site.

Point out each of the sections of the page: Where I Left Off, Recent Discussions, News & Tips, Latest Activity, and Top Lists.

Show how to edit the profile and account information from the Dashboard page. To change your email or password hover over My LIFE and then click Settings. To change your name or country, click on My Profile.

Ask the registered learner to update his or her profile with name and country. The learner can update other information at a later time.

Courses

On the computer connected to the projector, go to the Courses page, and ask learners to follow along on their computers. Explain that this page contains links to all of the course modules. Each course summary contains a brief description about the business concept and technology taught in the units currently offered. The program keeps track of the learner's progress within each unit. Learners can choose to start or continue a unit at any time.

Explain that each course focuses on one of four main topic areas – finance, marketing, communication, and operations – and special topics. Also, each course introduces a different business concept and technology skill relating to business and entrepreneurship.
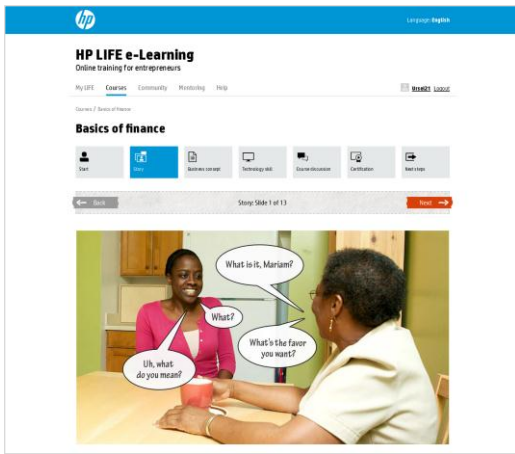
Explain that courses are organized with the following structure:

Start, Story, Business Concept, Technology Skill, Course Discussion, Certification, and Next Steps

Courses – Start

Click on the Start icon at the top of the page to go to the Start page. Ask learners to follow along on their computers. Explain that this section provides a brief overview of what is covered in the topic and how it will benefit the learner's business. It also includes a summary of the learning goals in the topic and a preview of the next steps in the topic.

Courses – Story

Next, click on the Story icon to view the photo novella. Explain that here learners can view a brief story in which an entrepreneur deals with a typical business challenge. The story is presented with speech bubbles with optional audio, and the characters reappear in other activities within the course to guide the learning process.
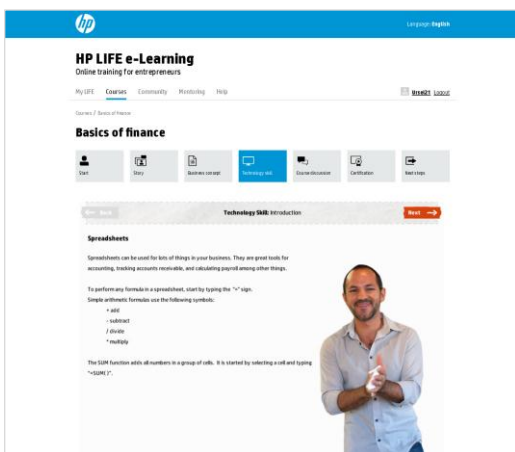
Tip

If learners prefer to just read the story, they can turn off the sound and read the captions. To view with audio, the learner should click on the large play button in the middle of the first photo to start the audio. To view without audio, they should click on the Next button to advance.

Ask learners not to start watching the story now, but invite them to do so at a later time.

Courses – Business Concept

Click on the Business Concept icon to move to this part of the course, and ask learners to follow on their computers. Explain that this section engages learners in activities that help them learn key business ideas and success strategies related to the topic. Activities include guided opportunities for them to demonstrate their understanding of key definitions and concepts.
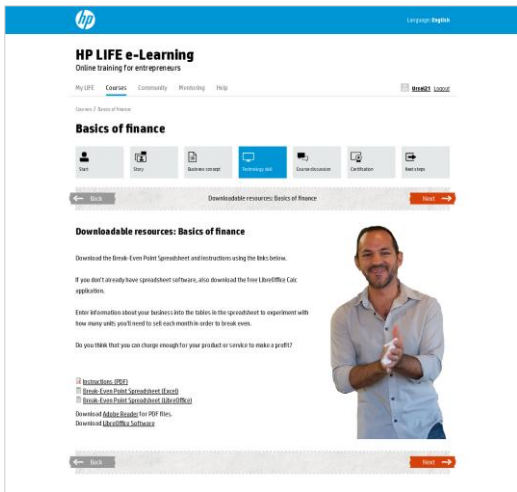

Courses – Technology Skill

Now, click on the Technology Skill icon, and ask learners to do so on their computers. Explain that in the Technology Skill portion of each course, learners experience hands-on activities that teach key technology skills relevant to the Business Concept. These activities include tutorials that introduce and demonstrate technology skills, and provide opportunities to download examples and practice them. The section is designed to show learners the skills that can save time and effort as they apply the concepts to their own business.

Tip

Remind learners to follow the onscreen prompts as they work through the Technology Skill section.
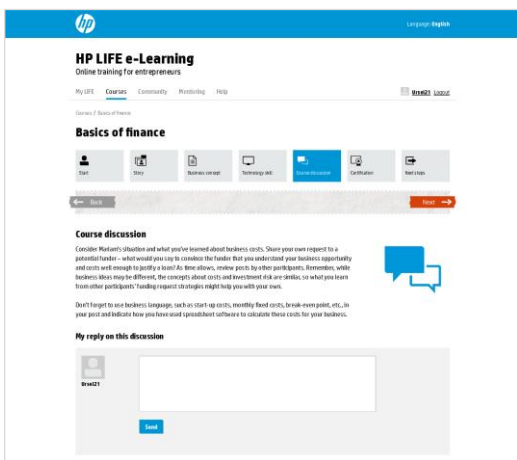
Courses – Downloadable Resources

At the end of the Technology Skill section there is a page for Downloadable Resources. Click through to this page now. Explain to learners that this page includes documents they can download related to the Business Concept and/or Technology Skill.

Tip

To reach the Downloadable Resources quickly, go to the Course Discussion page and click on the Back button. Suggest that learners practice reaching the Downloadable Resources in this way
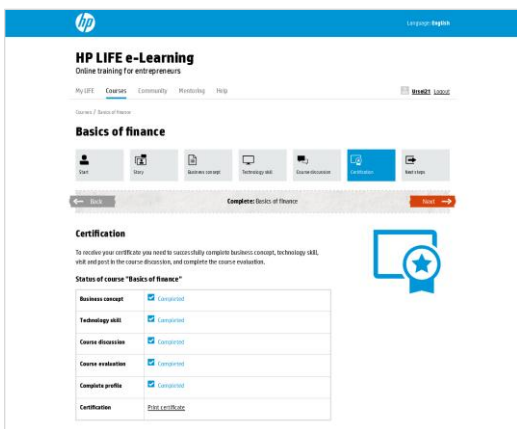

Courses – Course Discussion

Go to the Course Discussion page by clicking on the icon, and ask learners to do so on their computers. Explain that in the Course Discussion, learners can share their thoughts about how to use what they have learned to help build their own small business. They can explore other people's ideas and join an online conversation with others in their community and around the world. Each Course Discussion will focus specifically on the topic at hand.

Suggest that learners scroll down and read some of the posts, but ask them not to add their own post at this time.

Tip

Remind learners that they should post a thoughtful reply that is responsive to the question being posed (and not, for example, a review of the course itself). Their replies should be at least one or two sentences to ensure they get their ideas across. Also suggest that they reply to other learners' posts.
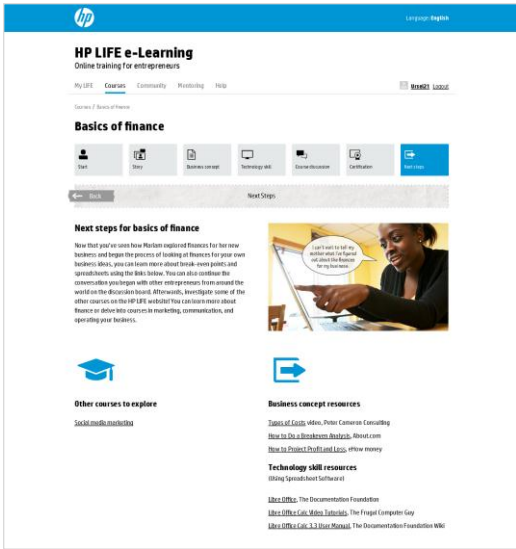

Courses – Certification

Click on the Certification icon. Explain that after learners have completed the Business Concept and Technology Skill activities, they take a brief survey and receive a customized certificate of completion. This document lets them show others what they have achieved in business understanding and skills.
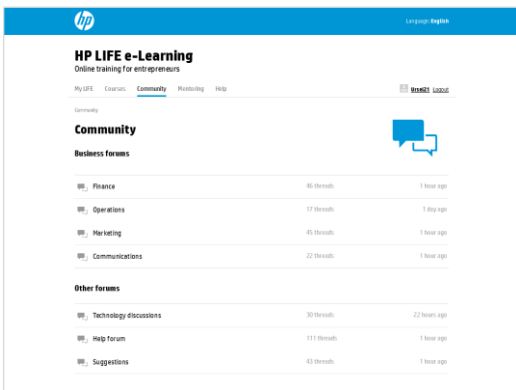
Tip

Let learners know that the survey is designed to improve the course, so their honesty is important. Completing the survey is required for certification, but the content of their answers will not affect their certification.

Courses – Next Steps

Click on the Next Steps icon. Explain that in this final section of each course, learners can discover additional resources and other related topics to explore.

Invite learners to explore this section by clicking on one or two resources.
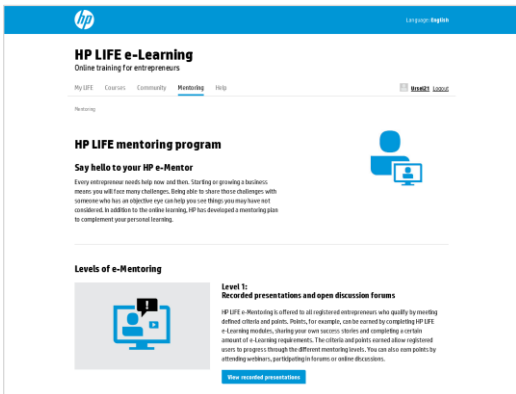
Community

Now click on the Community tab. Explain to learners that the next portion of the site, Community, provides links to all of the discussions that are available in the HP LIFE e-Learning Community. Here learners may share questions and solutions with other aspiring entrepreneurs and successful business owners from their communities and around the world.

Tip

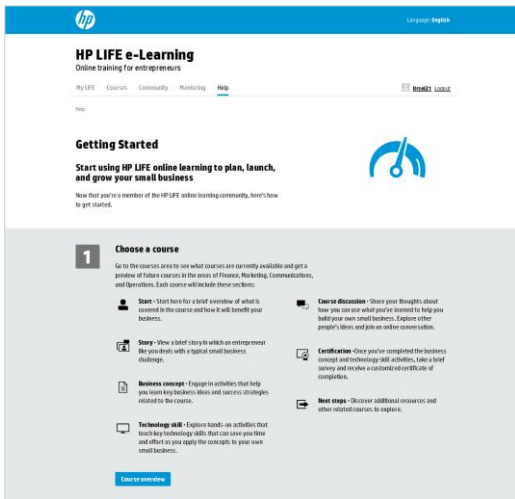Spend a few moments pointing out each of the sections of the page.

Invite learners to spend a few minutes reading through the different posts. Ask the group for a topic of interest, and ask them to take a few minutes to explore the Community page and find a thread on that topic.

Mentoring

Now click on the Mentoring tab, and ask the learners to follow on their computer. Explain that by engaging in courses and participating in the online community, learners earn points that may make them eligible to receive mentoring from HP experts and other benefits.

Tip

Encourage learners to explore this area after they have completed a few courses.

Help

Click on the Help tab, and ask the learners to follow on their computers. Explain that this final section of the site contains additional information about the site. Learners can access Help at any time to view the Getting Started page and an overview of the features available on the site.

Assignment

When you have finished orienting learners to the HP LIFE e-Learning website, ask them to go through a course related to the topic you are studying in the classroom. For example, if you are teaching a unit on profit and loss, you could assign the Profit and Loss course. They can do this outside of class. Ask learners to bring their certificates to the next class.

Additional Days

Debrief of Self-Paced Course

Collect certificates from learners. Spend a few minutes discussing what they learned in the self-paced course.

Regular Classroom Session

Conduct your regular classroom session.

If appropriate, incorporate activities from an HP LIFE e-Learning course into your session.

Assignment

Tell the learners what e-Learning course they should complete prior to the next classroom session.

Note to Facilitator: Different Ways to Apply this Use Case

This use case outlines one way to supplement your existing curricula with an HP LIFE e-Learning course. Here are some other possibilities for integrating HP LIFE e-Learning in your existing curricula.

- **Hands-On Activity:** Your class may benefit from a hands-on activity related to a particular business concept or technology skill. For example, if your learners need to explore the process of hiring the right employee for their businesses, you may lead them through the Business Concept section of the Hiring Staff course, which features an activity titled "Hire an Office Manager for Ming." Or, you can use the Maximizing Capacity course for learners to practice customizing a spreadsheet, even if you are discussing Finance, and not Operations, in your class at the time.

- **Extension of Similar Topic:** You may be discussing ways to increase sales in your class with a focus on traditional marketing methods such as newspaper or radio advertising, but by having learners do the course on Social Media Marketing, they can expand their skills to include online marketing.

- **Discussion Board:** Instead of assigning a course, you could ask learners to participate in the Community section by reading and posting on a relevant online discussion.

Common Challenges in Working with e-Learning Materials

Learners may experience a number of common challenges that the facilitator can help to address:

- Lack of focus and motivation
  Although it can be easy to access an online course anytime and anywhere that Internet access is available, learners can become distracted, lose focus, and fail to complete the course activities.
  - Through coaching and/or group activities, the facilitator can provide accountability and help learners stay focused and complete the course.
  - The facilitator can request that the learner share the certificate to validate that a course and all its interactivities were completed. Printing a copy, uploading to a dedicated dropbox, or emailing are common ways to accomplish this.

- Lack of experience or comfort with e-learning technology
  If learners have little experience with computers overall, or with e-learning in particular, they may get stuck as they start to use the e-Learning program.
  - Through demonstration, coaching, and peer support, the facilitator can help learners become more comfortable and able to use the e-Learning program on their own.

- Lack of access to computer equipment or a stable Internet connection
  If learners do not have easy access to computer equipment, or if their Internet connection is slow or inconsistently available, they can find it difficult to use the e-Learning program.
  - The facilitator may be able to provide learners with access to appropriate equipment in the classroom or training center, or recommend a nearby Internet café, so learners can use the e-Learning program effectively.

- Lack of prior knowledge in, or difficulty understanding, the business concepts or technology skills taught
  Although e-learning materials can enable learners to move at their own pace, some learners may have more difficulty absorbing the content.
  - The facilitator can provide additional coaching and support to help learners absorb the content more effectively.

- Lack of transfer of knowledge and skills to real-world application
  Some learners succeed in the e-learning activities but fail to translate this learning to their own real-world business challenges.
  - The facilitator can prompt learners to consider real-world application of the business concepts and technology skills and provide accountability to help learners follow through to implement what they have learned.