Demystifying Computers for Refugee Adults
Ama Biney (MGE), Margaret Porter (CE), Kelsey Saucier (MGE)
Advisors: Joseph Beck (CS), Robert Traver (US), Nick Riart (PLA)

Abstract
This project aims to teach English-illiterate refugees how to use Rosetta Stone at the Worcester Public Library. This will help them learn the language skills necessary to get jobs and everyday living. We aim to decrease the time needed to log on to Rosetta Stone, and increase instruction time.

Project Goals
• Decrease the amount of time logging onto Rosetta Stone
• Increase the amount of time spent doing lessons
• Help refugees become more comfortable with technology
• Ultimately help the students get jobs

Background
More than 500 refugees resettle in Worcester, MA each year, with little to no knowledge of English or technology. The Literacy Volunteers of Greater Worcester accommodates over 300 of these students every year. Our goal in this project was to develop a guide for English-illiterate refugees taking Rosetta Stone classes at the Public Library.

Methodology
• Created a visual guide giving step-by-step instruction to log on to Rosetta Stone.
• Observed a class and saw the amount of questions and length of time it took to get onto Rosetta Stone.
• After distributing our completed guide, we observed that less time was wasted.

Outcome
Our guide decreased the amount of time spent on computer questions from 12 to 7.5 minutes.

Conclusions
The instructors at LVGW now spend less time answering questions about the computers and more time helping students with language lessons.

References
www.lvgw.org
www.riacboston.org
www.worcesterresources.org