Get Connected Improve your digital skills

Tutor Notes

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Contents

Introduction

These notes are designed to accompany the **Get Connected** online resource to support tutors to deliver a blended introductory digital skills course to adult basic skills literacy and language learners who are fairly new to technology.

The links to either version of the online resource below can be copied and sent by message or email to your learners. In our organisation we use the version with the voiceover to support learners with literacy issues.

[Link to online resource – version with no voiceover](#)
[Link to online resource – version with voiceover in English](#)

The Get Connected resources are only a framework and are intended to be supplemented with other resources tailored to your individual group's needs. The topics you focus on and the methods you use will depend on your context and your group. Facilitate learners to take an active part in deciding their learning goals. You can omit sections that are not relevant to your group or alter the order you work through the material. If you would like to make your own online resource you can create it in [genial.ly](#).

As classroom time is more limited in a blended learning environment, the resources are designed so that they can be used in conjunction with the **flipped learning approach** to free up classroom (real or virtual) time for active learning. Tutors introduce a new topic and then learners can work through the new content in the appropriate section of their learner pack (with any additional content you would like to provide) in their own time at home. Classroom/or virtual classroom time is then used to clarify any areas causing difficulty and for active learning activities to work with the new content e.g. discussions, problem solving tasks.

Course Aims and Objectives

These notes are written on the basis of the course being delivered over a period of six weeks, however, dependent on the learner group, this period could be adjusted.

Course aims:

- Introduce learners to working together as a group in a blended learning environment
- Facilitate learners to consider the impact of technology on everyday life
- Build learners' confidence and skills to use technology safely in their everyday lives and in order to take part in QQI L1-L3 or other non-accredited blended learning courses within the Adult Basic Education service.

Delivery Method

- Where possible, initial face to face induction to facilitate learners to meet the tutor (and possibly each other) and to put appropriate apps on their device for use at home.
- Course content accessed via Genially link and links on Teams for supplementary resources.
- Weekly virtual or actual classroom to work with the new content, address any difficulties and share experiences.

Ideas for active learning activities (dependent on learner level)

Discussions, role-plays (ESOL students), information-finding, case studies, group work (e.g. problem solving, collaborative work via Padlet), use of the virtual classroom chat function, Menti polls (add a word to a Menti) tick box or other quizzes to gauge opinion and for reflection and evaluation. (Quizlet activities, Microsoft Forms and Kahoot quizzes for assessment)

Learning Outcomes

At the end of this course learners will:

- Have an awareness of the impact of technology on everyday life and on learning

- Have an awareness of their engagement with digital technology

- Have an introductory awareness of how to keep themselves, their device and their information safe online

- Be aware of the names and functions of common parts of their device.

- Know the main parts of a mobile device keyboard including how to use the mic feature on the keyboard to use speech to text.

- Be able to adjust the volume settings on their device

- Be able to download an app and locate it on their device

- Be able to recognise the icons for common apps

- Know how to create a good user name and safe password

- Know how to follow a link to join their online classroom and turn on video and mic.

- Know how to send a chat message and find the link to their home study work in their virtual learning environment.

- Know how to send WhatsApp/SMS messages.

- Know how to use a browser and search engine to carry out an internet search

Tips for making a digital skills course accessible to literacy and beginner language learners:

- Support learners to put any new learning tools (e.g. Teams) as an app on their mobile device (to facilitate easy access), login and navigate the new applications. If necessary, provide instructional videos or screenshots to explain the steps involved. (It can be helpful to make a student account for yourself and login as a learner on the same type of device the learner is using to see what learner sees).

- Becoming familiar with new technology terminology is like learning a new language. Introduce new terminology systematically and explicitly. Do not assume it will be understood after one explanation. Ensure learners have opportunities to hear and say this new language as well as reading and writing it. e.g. they could work together collaboratively to talk to each other using this new terminology to explain how they carried out a particular task.

- When presenting material to a group, be aware of language processing difficulties. Preview the overall content first, indicating what the main points are. Break the talk up into manageable sections. Stop at key points and encourage questions to check understanding.

- Check that written materials are simple and clear and include an image if this will help explain the meaning or set the context. Avoid block capitals. See NALA's Writing and Design Tips booklet here: http://bit.ly/1ehZ1ns

- Use a variety of delivery methods – don't rely on reading materials only.

- When giving any reading material, briefly highlight its purpose and the most important sections. Highlight any important words that may be unfamiliar to the group and explain those. This will make it easier to read and understand.

- Think of giving reading pieces in an application where a voiceover is possible e.g. Book Creator, Microsoft Immersive Reader or Nearpod.

- Unless the task is a writing task, design quizzes and activities as multiple choice, fill in the gaps, true/false, choose an image or an emoji or short written responses so that digital knowledge is being assessed without writing or spelling issues impeding.

- If giving a written exercise such as a questionnaire, ask learners to complete it in threes or small groups, where everyone is contributing to the task but with one person volunteering to write or feedback.

Sample Session Outlines

Session 1	Introduction
Teaching Resources	Digital device per learner Learning platform – Teams Introductory exercise Teams whiteboard or Padlet – to record student comments during discussions (share screen when doing so) Padlet to record group 'learning journal'
Aims	This session aims to enable learners to • agree on ways of working together as a group • identify personal learning goals relevant to course content • be aware of the impact of technology on everyday life and learning • begin to use technology for learning
Learning Outcomes	At the end of this session participants will have • introduced themselves to other class members and the tutor • expressed their concerns and expectations • worked together to draw up a group contract • set personal learning goals that can be met by the course content • discussed their engagement with digital technology • shared their opinions on the impact of technology on our lives today • used the chat function on Teams (and returned to the class – tap top of screen)
Key vocabulary And icons	**Vocabulary**: Positives and negatives, advantages and disadvantages **Icons**: Teams icon, chat icon
Teaching Plan	**Welcome** Begin by welcoming everyone and introducing yourself. Give an overview of what you will cover in the session. Give important health and safety information: location of the fire exits, and the centre's evacuation procedures. Point out where the toilets are. Or H&S for online classes **Introductions** Invite participants to introduce themselves. Participants may be invited to share why they decided to do the course or what they hope to gain from it. The tutor should model good practice by introducing her/himself and sharing her/his hopes for the course. No learner should feel pressurised to participate in this activity.

Course Overview
Give an overview of the course objectives and outline. Invite and respond to any questions. Explain that you welcome suggestions from participants in this session and as the course proceeds.
Give an overview of the session objectives and outline content; invite comments and respond to any questions. Agree session objectives.

What do you use technology for?
Facilitate the learners to consider the ways in which they use technology in their lives. What devices are learners using? How has their use of digital technology changed?
Record the responses on whiteboard/Padlet (share your screen).

Setting personal learning goals
Use the conversation above to help learners identify their own needs regarding digital technology and to begin to consider their own learning goals from this course. Use Padlet to record the goals in a group Learning Journal.

Expectations and concerns
Facilitate participants to express their expectations and hopes from the course, as well as any concerns. Invite 'Expectations and hopes' first and list these on whiteboard/Padlet. Then invite and list 'Concerns'.
Comment and respond on these as appropriate.

Group Contract
Explain that a 'group contract' is an agreement between the group members on some basic points that will help everyone to take part comfortably in the programme. Ask the group for suggestions and write these on the whiteboard/Padlet. Ensure that the points made are primarily from the participants. Make suggestions if the participants are struggling to come up with their own ideas. For example, confidentiality or mobile phones on silent.

Is technology positive or negative?
Using the slides on Genial.ly as a visual prompt, facilitate a discussion on the impact of technology.
If in physical classroom, try a **walking debate** to encourage responses. Put Thumbs up/Thumbs down images on opposite sides of the room. Learners are invited to stand at one side or the other and explain their choice. Each group could have a small group discussion to share views within the group before sharing with the whole group. Participants can change sides (or move to the centre!)
Padlet could be used for an online 'walking debate'. Put up Thumbs Up/Thumbs Down icons and a Confused/I'm not Sure emoji. As learners give their opinions, the tutor types their names under the appropriate icon. Explain that in a walking debate, participants are allowed to change position if they are swayed by the arguments of other members. Tutors should participate in the

	debate and, where appropriate, model good practice in stating an opinion, offering a dissenting view or moderating an opinion.
	Give participants time to develop their responses.
	Encourage participants to challenge sweeping statements e.g. 'Technology is killing family life' or 'Technology makes everything easier.'
	Using chat function in Teams
	Show how to use chat feature in Teams. Put sentences on whiteboard and ask learners to type them in chat function.
	This could be part of the end of class evaluation. Tutor asks a question e.g. What was the most interesting/useful thing you learned today? Record responses on whiteboard. At the end of the discussion, invite learners to choose their/a response from the list and type it into Chat. (Those on phone won't be able to see tutor' screen when they go into chat so they might need pen and paper to write down the sentence first.)
Assessment of the Learning Outcomes	Learners have • logged on to Teams • remembered the name of at least one other person in the group • set a personal learning goal for this course • navigated between Chat and the class
Prepare the home learning	Explain that learners are to work through the 'Tools for Learning – the mobile phone/keyboard' section. Paste the link to the learner online resource in Teams chat. Open up and show how to navigate. Turn phone on side to make activities bigger. Can click on the section in the index to go straight there. Show home button to get back to index. Show Zoom to make activities bigger. Arrows to go back and forward. Repeat voiceover by tapping volume icon. Hit check button to check answers. Hover over red button to display info.
Evaluation	*See above: Using Chat function on Teams* *or* Choose one emoji/Suggest one word to describe how you are feeling at the end of this class and post on Chat.

Session 2	Tools for learning - Mobile phone
Flipped materials worked through before class	Online resource: Tools for Learning – The mobile phone/keyboard section
Teaching Resources	As per Session 1
Aims	This session aims to enable students to • use a smartphone keyboard

	• use the chat function in the classroom session
Learning Outcomes	At the end of this session participants will: • be able to identify the key features of a phone/digital device and its keyboard • be able to leave a chat message on Teams
Key vocabulary And symbols	*To be introduced gradually at a pace appropriate to the group:* **Vocab:** Home button, volume, power on/off, keyboard, enter, shift, backspace, mic, spacebar, capital letters (upper case), spacebar, cursor **Icons:** Keyboard key icons, Teams icon, Teams chat icon, arrow icon to send chat message.
Teaching Plan	**Welcome/Review** Review material covered in home study. Invite learners to share their thoughts – what was the most useful/interesting learning from the activity? Any challenges setting aside time to work at home? Any difficulties accessing it? Could they hear the voiceover? Pinch the screen to make text larger? Overview of plan for today **Chat in Teams** Use Genially slides to show/review how to find and use the chat function in Teams and return to the meeting. **Show Genially slide on our way of learning** Introduce the smartphone as a useful tool for learning **Show Genially slide: How many people out of 10 do you think own a smartphone?** If session is in a physical classroom (or where you have a group of stronger learners who can already follow a link and get back to their Teams classroom) you could do a Menti poll. Otherwise, ask learners to suggest an answer by typing a comment/number in Teams chat. Discuss what everyone thinks is the correct answer. Then show smartphone slide. Relate 9 out of 10 to 90%. Explain that 100% would be 10 out of 10 people or everyone in the country. How do they think this figure has changed over recent years? What do they use phone for? **Names and function of common parts of their device.** Explain to learners that most of their course work will be done on their phone so it is important that they can identify and use the functions. Give learners an opportunity to discuss the names and functions they are already familiar with. Use the slides on Genial.ly to revise or introduce functions not mentioned. Encourage use of key words. Learners should • be aware of the names and function of common parts of their device. • know the parts of a mobile device keyboard including how to use the mic feature on the keyboard to use speech to text. • know how to adjust the volume settings on their device

	Class Activity Using Word or the Teams whiteboard on screenshare, put up sentences for learners to type and practise keyboard skills. Talk about and use the names of keyboard keys and their functions. Put up text and discuss how to get a capital letter, number etc. Practise typing accurate sentences in chat that you have put on the whiteboard (and you have also put in the chat so that learners can see it if they are on a phone). Learners suggest words and sentences to type. This exercise can be used to review rules on capital letters Could put up a text you have prepared and ask learners to discuss and work together to spot the mistakes
Assessment of the Learning Outcomes	Learners have • taken part in a group activity to identify parts of a phone and keyboard keys • responded to tutor's evaluation message on Chat
Prepare work for home learning	Section of online resource to be covered at home: Tools for Learning – Apps and Teams. Tutor: Paste Genially link at end of chat so easy to access. Before class ends open up online resource and review how to navigate slides.
Evaluation	Post a question in Chat e.g. How did you find today's class? Invite learners to write a response or choose an emoji.

Session 3	Tools for Learning - Teams
Flipped materials worked through before class	Online resource - Tools for Learning – Apps and Teams section Tutor devised quiz
Teaching Resources	As for Session 1
Aims	This session aims to enable students to • recognise well known apps • download an app to their phone • navigate their online class

Learning Outcomes	At the end of this session participants will be able to • Recognise well known icons for apps and know their function • Download an app • Use Teams to locate a quiz/poll link, complete and submit quiz and return to Teams classroom • Raise and lower hand in class • Use mic to leave a chat message
Key vocabulary And icons	**Words**: raise/lower, post, reply, like **Icons:** Teams icons: 3 dots (elipse - icon for more choices), raise hand/lower hand icons, like icon.
Teaching Plan	**Welcome** Discuss home learning – important points. Any accessing or other difficulties? Overview of plan for today's session. Post a chat message – Good morning. How are you today? Reply with emoji. **Downloading Apps** Facilitate a discussion on familiar apps – which ones are familiar to learners? Which do they use? Can learners download an app to their phone? **Using Teams** Explain that Teams is the app we are using for online classes. Allow some time to explore learners' experience of remote learning. Have they or family members had any previous experience? Positives and challenges? Use screenshots/video on Genially to show how to find their class – the Team and the General channel. Review where posts appear and links posted by tutor. What challenges have learners experienced to date in using Teams for this course? **Messages** Participants have had an opportunity to post messages in previous session. Review their experience – What are the issues arising? What do we need to practise/clarify today? Practise sending, responding to and liking messages. The microphone can also be used to leave messages. Give learners an opportunity to try this feature. **Raise/Lower hand feature** Explain the reason for the Raise/Lower hand feature. Demonstrate its use. Give participants an opportunity to use it. **Following a link** What do participants already know about clicking on/following a link? Are they familiar with the term? Have they ever clicked on a link on FB etc? (There may be some discussion about safe/unsafe links.)

	Explain that a link is a stepping stone to another page or activity. The focus in this part of the class is not on the activity but on following and returning from the link - can they follow a link to a quiz and get back to class afterwards.
	Screenshare to demonstrate. Give learners an opportunity to practise.
	Revision quizzes
	When learners are ready, they can continue with the activity, eg a quiz to match the names of common apps to the icons.
	Have links to other quizzes ready to post for more confident learners. Eg Quizlet
	Screenshare to show how Quizlet works. Explain how to use the Flashcards for learning and Match for testing. More confident learners may also like to use Test feature.
	Put a link to Quizlet on Chat to facilitate practice in class time
Assessment of the Learning Outcomes	Learners have • used the Raise/Lower hand feature in class • typed or used the microphone to leave messages on Chat • followed a link, completed a quiz on app icons and returned to class
Prepare work for home learning	Online resource: Keeping in touch – messages section Paste link to student version at bottom of Chat The next session includes some Quizlet exercises. Check that learners recognise the interactive icon on the online resource. Can leave activities to go through with tutor in class next week. Show how to do word search activity on a phone – tap and drag. Learners should come to class with WhatsApp app on their phone for next week. (If this is not possible then they can type the 'WhatsApp' messages in Teams chat instead or download the Texting-Story app which allows practice texts)
Evaluation	There is a lot of information and new vocabulary in this session, which may be overwhelming for some learners so allow time to debrief. e.g. Give me one word to describe how you are feeling after the class/ at this stage of the course. Explore the responses. Try to finish the class with a laugh!

Session 4	Keeping in Touch – Sending Messages
Flipped materials made available before class	Online resource: Keeping in touch section Tutor devised quiz
Teaching Resources	As in Session 1
Aims	This session aims to enable students to • send a WhatsApp/Sms message • add a contact (extension exercise for a strong group)
Learning Outcomes	At the end of this session participants will be able to • use WhatsApp to locate, read, compose and send a reply to a message • use the mic feature to dictate a message • add a contact (strong group)
Key vocabulary And symbols	**Words**: Message words, names of device and keyboard keys covered (eg home button, shift, backspace and enter) **Icons:** WhatsApp, send arrow, contact, search, message, mic.
Teaching Plan	**Welcome** Invite learners to share their thoughts on the 'homework'. Was everybody able to download WhatsApp? Independently or with help? Any issues arising? Overview of topics to be covered in this session. Can learners navigate from Teams class to WhatsApp and back? Practise. **WhatsApp** Have learners used it before? How do they use it (video calls? Text messages? Type? Dictate? Send photos? Explore the advantages and disadvantages of WhatsApp over other apps and messaging services. Show screenshot with icons – talk through their name and function. **How to compose a message** Create some typical scenarios that would require a text response, e.g. Are you going to watch the match/do you want to go for a walk? What time will you be home?/ Teenager looking for a lift/Message to child's playschool re absence etc. Consider with the learners the tone required for different text messages. Do we need to proofread/read over text messages before sending? Working with the learners, create templates for one or two of the scenarios. Consider the format, salutation and sign off appropriate to the scenario.

	Put them on whiteboard. Give the learners an opportunity to practise typing the messages on Chat.
	More confident learners may be able to navigate from Teams to WhatsApp icon and practise typing there. They can also practise using the mic feature to dictate a text.
	If the tutor has a work phone, learners could text messages to the tutor for feedback. (Tutors should not use personal phones for this course.)
	Adding a Contact Play the video from Genial.ly. Talk through the process with learners, giving them an opportunity to practise adding a contact when they are ready. Use the Centre mobile number as an example.
	Using Quizlet Session 4 included some Quizlet exercises. Check that learners were able to access and navigate the Quizlets. Stronger learners may wish to put app on their phone. Screenshare to review how Quizlet works. Explain how to use the Flashcards for learning and Match for testing. More confident learners may also like to use Test feature. Put a link to Quizlet on Chat to facilitate practice in class time.
Assessment of the Learning Outcomes	Learners have - become familiar with the icons on the WhatsApp screen - composed and/or replied to a message on WhatsApp or Chat - dictated a message on WhatsApp or Chat - added a contact to WhatsApp
Prepare for home learning	Online resource: Locating information – internet search section. Open up and show how to navigate. With the learners, identify topics to search after they've watched the video.
Evaluation	How confident do you feel about using WhatsApp now? 1 – Not confident at all – still very confused. 5 – I think I've got it!

Session 5	Finding Information – Internet Search
Flipped materials made available before class	Online resource: Finding information – internet search section Tutor devised quiz.
Teaching Resources	As in Session 1
Aims	This session aims to enable students to • use a search engine to locate information from safe sites • use the mic feature for online searches
Learning Outcomes	At the end of this session participants will be able to • use a search engine to locate information • identify safe sites from search results • use the mic feature for online searches
Key vocabulary And symbols	Google/Safari icon (other search engine icons), search and mic icons, padlock icon.
Teaching Plan	**Welcome** Coming to the end of the course – review learning to date. How confident are learners feeling about using Teams compared with Session 1? What are the outstanding challenges, if any? Today we will be practising internet searches on Google. Check that you can move from Teams to Google and back. **Looking for information online** What did you learn from the home study about looking for information online? Encourage students to share whatever learning points they can recall. Tutor – record the points on Padlet/whiteboard. At the end, put the points in order (students can suggest correct order) and add any missing points. Point out the mic feature. Did any student use it for their search? Was it a success? Give students an opportunity to try it in class. Consider what to type in the search bar. Give examples of helpful/unhelpful search queries. Talk about keywords. Give learners some topics to search. **Safe searching** What are the concerns people have around online searching? Using screenshare, demonstrate a website with the lock symbol and explain its significance. *Facilitate a conversation about advertising on websites and social media platforms??*

Assessment of the Learning Outcomes	Learners have • used the mic feature to input a search query on Google • identified the lock symbol that indicates a safe website
Preparation for home learning	Online resource: Keeping safe section. Open up and show how to navigate. Watch the video on Keeping Passwords Safe + Jimmy Kimmel Show. Complete exercises in between.
Evaluation	Review group Learning Journal

Session 6	Keeping Safe and Module Evaluation
Flipped materials made available before class	Online resource: Keeping Safe section – watch the video on Keeping Passwords Safe + Jimmy Kimmel Show. Complete exercises in between.
Teaching Resources	As for session 1
Aims	This session will enable learners to • keep themselves, their information and their devices safe when they are online • to review and evaluate the course
Learning Outcomes	At the end of this session participants will be able to • identify strategies for keeping safe online • create a strong password • recognise a 'phishing' email or message • describe cyberbullying • identify ways of combating cyberbullying • identify key personal learning from the course and consider course highlights and challenges
Key vocabulary and symbols	Cyberbullying, password, passcode, virus, secure
Teaching Plan	**Welcome** Begin by welcoming and inviting learners to share their thoughts on the 'homework'. How did they set aside time to look at it? Any difficulties accessing it? Overview of the session. **Creating a Strong Password**

	Gather the learning from the video. (Play again if necessary.) Working with the learners, make a list of Don'ts and Dos. Record on the whiteboard. Class activity – upper and lower case letters. Revise keyboard skills: practise typing names in uppercase/capital letters and lower case letters. Practise finding/typing the symbols - #, * etc. **The Dangers Around Technology** Use the slide on Genial.ly as a visual prompt to facilitate a conversation on the dangers around technology. As well as identifying the threats, explore coping strategies. Use the slide 'Can you think of ways to keep safe?' to summarise the learning from the discussion. **Keeping Your Device Safe** Explain why updates need to be installed. For this session, it might be useful to log in to Teams via your phone so that you can screenshare how to find the software update in Settings. **Cyberbullying** We all understand bullying, but what does 'cyber' mean? Cyber = to do with computers or computer networks like the internet. Facilitate a conversation around cyberbullying. Try to steer clear of sensationalism or catastrophising the situation. The focus should be on recognising and understanding cyberbullying and identifying strategies to protect ourselves or to combat cyberbullying.
Assessment of the Learning Outcomes	Learners have • contributed to a discussion on keeping safe online • completed an exercise on creating strong passwords • completed a course evaluation exercise
Evaluation	**End of Course Evaluation** Remind learners that the main purpose of the course was to ensure that they could use Teams to join their online class and follow the links to the learning activities. They should also feel more confident about using their phones to go online or message their friends and family safely. Facilitate students to identify their key personal learning from the course. Did they meet the learning goal set at the start? What was the best/most challenging aspect of the course? Students should be supported to record the responses by, for example, completing a simple questionnaire on M Forms.