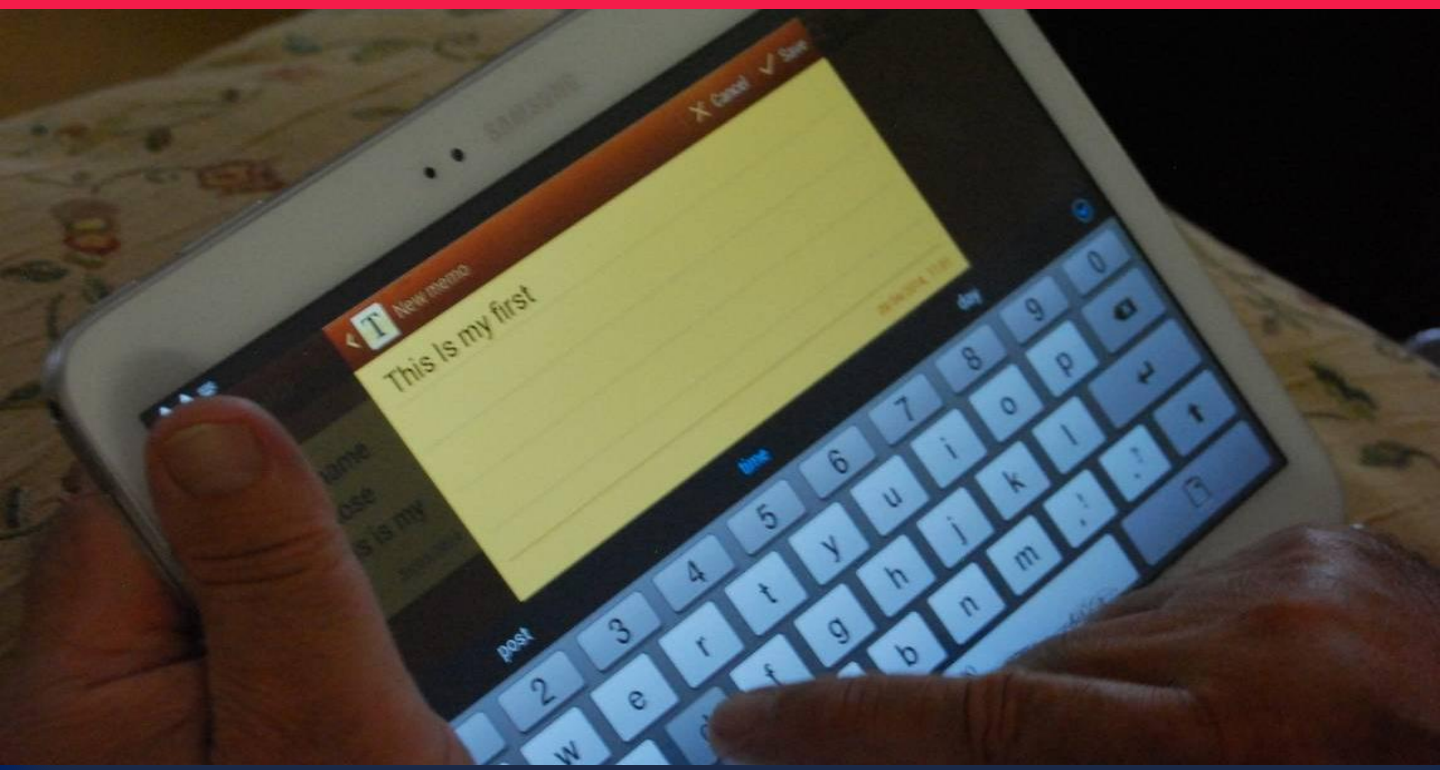
Digital Age Project

Delivering Digital Literacy
A TOOLKIT



PART 1 – Delivery Toolkit

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Digital Age Project

WELCOME CARD

HOW TO USE THIS PACK

The idea of this course is that it can be used by all kinds of people involved in helping older people with digital skills.

What are digital skills?

Digital skills are the skills required to use electronic and online resources in a safe, responsible and effective way. This may mean skills for using technology, processing information, responding to errors or understanding the implications. Someone who is able to do these things might be said to be 'digitally literate'.

Use the guide below to decide which approach you want to use:

If you want to improve your own digital literacy, turn to the next card.

Landlord, Residents' Association, Manager

If you're looking at setting up a digital literacy programme, start with the **'Planners's Toolkit'**

Housing Worker, Centre Manager, Outreach Worker

If you're someone who wants to support someone with digital literacy but you're not a formal tutor, start with the **'Champion's Toolkit'**

Teacher, tutor, trainer

If you're teaching digital literacy as part of a formal course, start with the **'Teacher's Toolkit'**

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PICK AN ACTIVITY

If you are looking for card to help you improve digital literacy, you'll need to look at the "Learner Cards".

Pick whichever activity you're interested in:

Keeping In Touch (Cards A)
If you want to use the internet to keep in touch with friends and family, look here

Safe & Responsible (Cards B)
If you're worried about the internet and want to know how to use it safely, look here

Sharing (Cards C)
If you want to share photos, thoughts or ideas with friends and family, look here

Taking Part (Cards D)
If you're looking to use the internet for buying, selling, researching or accessing your benefits, look here

Using Your Technology (Cards E)
If you need to know about devices, connecting them or using them, look here

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Planning Toolkit

for people creating a digital literacy programme

Quick Index

Introduction (Planner 1)
What & Where (Planner 2)
How & Why (Planner 3)
Using this course (Planner 4)
Choosing a device (Planner 5)
Managing connectivity (Planner 6)

This part of the pack is for landlords, scheme, centre or curriculum managers who are thinking of setting up a digital literacy project. It includes:

- ✓ Planner's Checklist (below)
- ✓ Planner's Startup Cards
- ✓ Planner's Course Guide

Checklist

Before starting a digital literacy course you need to ask:

- ✓ **How** will people be learning? A formal course, informal / volunteer support, self directed learning?
- ✓ **Where** will people be learning? Online, in a classroom / community room, in their own flats?
- ✓ **What** resources will people be using? What do they need to provide and what do you need to provide?
- ✓ **Why** are people going to want to engage with digital literacy? What's the hook to get them started?

The Startup Cards will help you think about some of these things, while the tutor cards will show you how a tutor might go forward to set up the course.

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How you plan to deliver your digital literacy programme will depend on both where you need to host it, and how you will need to resource it.

Here are some basic cost considerations:

- ✓ Tutor time
- ✓ Room Hire
- ✓ Handouts & Resources
- ✓ Connectivity
- ✓ Technology

Outside of staff time, the biggest cost will be technology & connectivity. You may need to:

- ✓ Buy communal technology (e.g. computers set up in a room, tablets or laptops for hire)
- ✓ Buy technology kit (e.g. laptops or tablets for tutors to take with them)
- ✓ Buy online solutions (e.g. webspace / sites to put courses online)
- ✓ Install WiFi or wired internet (see connectivity card)
- ✓ Buy mobile connectivity solutions (see connectivity card)
- ✓ Boost / enhance connectivity speeds (see connectivity card)

Connectivity or access to communal facilities may also influence the room / learning space you decide to use.

How you deliver may also influence whether you want to produce additional resources. This toolkit provides resources for working with learners, but you might want to produce more comprehensive notes.

Why?

Before you can start to develop your digital literacy programme you need to think WHY residents are likely to want to engage. Your priorities might be:

- ✓ To help residents engage in digital systems related to your services
- ✓ To help residents with aspects of their day-to-day lives
- ✓ To help residents engage with government systems (e.g. online benefits)

Of course, these may not be the same priorities the residents have. They may want:

- ✓ To contact friends and families
- ✓ To engage with clubs, societies or organisations
- ✓ To buy or do financial transactions online

This might inform your decision about how you move forward.

How?

There are several options you might want to consider. Any combination may work:

- ✓ A formal course in digital skills
- ✓ Resources available for self-directed learning
- ✓ Drop-in session(s) on digital skills
- ✓ Volunteers supporting learners on an 'as needed' basis

These all have different costs attached, but have different advantages based on what residents may want to learn.

This course can be used in the following ways depending on your approach:

- ✓ The cards can be used by tutors as part of a structured course (see the possible routes in the Tutor Toolkit)
- ✓ The cards can be used by digital champions (e.g. volunteers or non-teaching staff who want to support a resident with digital literacy). This could either be through drop-in / semi-formal sessions or ad-hoc to respond to learner needs. To this end they are divided into themes associated with the type of activity they support:
  - Using Technology (basics around using technology)
  - Keeping In Touch (social media, VOIP etc)
  - E-Safety
  - Sharing Content (photos / video etc)
  - Taking Part (finance, hobbies and civic participation)
- ✓ The cards can be used by learners to direct their own learning. Please note that the cards are not designed for entirely self directed learning so may require some alteration

Presenting & Adapting

You can print out the cards or host them electronically (either online or on some media like a CD or Memory Stick. All the cards are available both as PDF files for use and as Word (*.docx) files so they can be adapted, customised or more created to suit your needs.

Training

Ask your tutors or champions to read through the tutor toolkit or design a method of structuring the card distribution to learners.

What Technology

Choosing the technology is always a challenge. The approach you are using and budget available will all take their toll. You also need to think about what devices will suit your learners' experience more (i.e. will they learn on a laptop, but have tablets at home)?

Static Devices			
Device	**Pros**	**Cons**	**Aprox Cost**
Desktop Computer	Powerful and can do almost anything; a technician can 'upgrade', rather than replacing, when it becomes old; easy to connect to printers, cameras etc.	Bulky; only works in one place and requires a number of power sockets; you need to be able to use a mouse or track-pad	£500 - £2000
Mobile Devices			
Device	**Pros**	**Cons**	**Aprox Cost**
Tablet	Extremely portable; touchscreen is easy to use; un-intrusive, apps designed for simple mobile use	Smaller screens than laptops; harder to customise	£100 - £700
Smart Phone	Very portable; has full phone functionality	Very small screen; hard to customise; doesn't work on some websites; hard to type	Free on some contracts - £300+
Laptop Computer	Powerful and can do almost anything; portable; big screen	Unlike its desktop cousins it can't easily be upgraded; portable but often heavy; you need to be able to use a mouse or track-pad	£300 – £2000
Netbook Computer	Small and portable, but keeps most of the power of the laptop	Not as good for complex tasks like data or video editing; smaller screen, worse sound than laptops	£150 - £350

BYOD

Bring **Y**our **O**wn **D**evice is now common in work and education, so you can be certain that some learners will bring, or will want to bring, their own devices. Having said that, you can also be certain some learners will not have access to their own devices. This may fit in with or go against your preferred method of delivery, so it is worth considering how to approach both cases beforehand.

The learner cards in these toolkits are designed to work on as many devices as possible.

Introduction:

Connectivity in housing and community buildings is often awkward. WiFi may not be available and, when it is, restrictions could be in place. This card suggests different options for connectivity, some quick tips and a checklist before you start.

Connectivity Options:

WiFi:

The best option for connecting a tablet or laptop is WiFi, but it's important to check that it will work well.

Dongle:

A MiFi Dongle is available from a mobile phone retailer and connects using mobile phone signals. You can normally connect 2 – 5 devices through a dongle. Speed varies based on signal strength.

WiBe or Satellite

If you have a weak mobile signal or lots of devices to connect a WiBe can enhance the signal to broadband type speeds. A WiBe can connect to 3 – 10 devices, and is available from companies supporting rural broadband. If you have no signal at all, you can use a satellite link, but this is expensive and not normally portable without a vehicle.

Checking Your Speed:

Code 1

Whatever connection you are using, you need to have the right speed. Speed is measured in the number of megabytes (MB) that can be downloaded in a second (MBps). If you're using a laptop, you can use either http://www.broadbandspeedchecker.co.uk/ or the industry standard http://speedtest.btwholesale.com to quickly check your speed. If you're using a mobile device, follow QR code 1 for an android app to test speeds. A guide to speeds is below:

This table assumes you are connecting to a website and not streaming video or sound.

Speed	Options
< 1 MBps	This is probably unusable
1 – 2 MBps	Suitable for one device
2 – 5 MBps	Suitable for 2 devices streaming media or 6 browsing web pages
5 – 10 MBps	Suitable for 3 or 4 devices streaming media or multiple devices browsing web pages
10 MBps +	Suitable for multiple devices

Connecting Mobile Devices Quickly:

Code 2

Typing in the WiFi password on every device can be time consuming. If you follow QR Code 2, select WiFi Connection and enter the login details, you will be able to scan a code to connect each WiFi device (Android only).

Connectivity

Make sure you've found out:

- ✓ Will there be WiFi in the building you are using and will it work in the room you're using?
- ✓ Will there be WiFi for residents who want to take their own devices /borrowed devices back to their room?
- ✓ Are there any restrictions on the WiFi (for example YouTube being blocked) that could interfere with your teaching?
- ✓ Are there data restrictions on the WiFi (if everyone downloads a video, will the provider be charged extra for the data?)
- ✓ Are there restrictions on who can connect? (if learners bring their own devices, will they be allowed to connect?)
- ✓ Will the WiFi cope with all the devices you are using at once? This will depend on:
  - What you're doing (e.g. if everyone is loading YouTube videos it will go much slower)
  - The type of router and connection (a home connection at home speeds might not work)

Make sure you have prepared:

- ✓ Do you know the WiFi connection details and password?
- ✓ All devices are registered with the WiFi network prior to the course
- ✓ You have a back-up plan for if the WiFi fails (handouts, screenshots etc)

Digital Champions Toolkit

for people wanting to informally champion digital literacy

Quick Index

Checklist (Champion 1)

Course Guide (Champion 2)

This part of the pack is for digital champions. They might be outreach workers, housing staff or resident volunteers who need to support people with their digital literacy. This pack includes:

- ✓ Champion's Checklist (below)
- ✓ Champion's Course Guide

Checklist

It may be that you are undertaking this work because the role has been assigned to you by a manager or director. It may also be that you have taken it upon yourself to be a digital champion. If the latter is the case, you may want to visit the Manager's Toolkit as well. The idea of this toolkit is that you will not be delivering as part of a formal course. If you are, the Tutor's Toolkit will be ideal (and you should read that after this anyway).

If you're delivering informally, you need to ask yourself:

- ✓ **Why** are people going to want to engage with digital literacy? What's the hook to get them started? Will they be asking you about activities (e.g. 'How do I keep in touch?') or about tasks (e.g. 'How do I use Facebook?')
- ✓ **How** will I be delivering digital literacy? Will it be a structured drop-in, an ongoing drop in, or ad-hoc? Will people book to see you or just come and find you? Will learners bring their own devices or use yours?
- ✓ **Where** will I be delivering it and how do I need to prepare? Will you need to book rooms or computers?

This course can be used in the following ways depending on your approach:

- ✓ The cards can be used by tutors as part of a structured course (see the possible routes in the Tutor Toolkit)
- ✓ The cards can be used by digital champions (e.g. volunteers or non-teaching staff who want to support a resident with digital literacy). This could either be through drop-in / semi-formal sessions or ad-hoc to respond to learner needs. To this end they are divided into themes associated with the type of activity they support:
  - Using Technology (basics around using technology)
  - Keeping In Touch (social media, VOIP etc)
  - E-Safety
  - Sharing Content (photos / video etc)
  - Taking Part (finance, hobbies and civic participation)

Presenting & Adapting

You can print out the cards or host them electronically (either online or on some media like a CD or Memory Stick). All the cards are available as PDF files for use but as Word (*.docx) files so they can be adapted, customised or created to suit your needs.

Training

Read through the tutor toolkit so that you can decide on possible ways of delivering these cards with learners.

Tutors Toolkit

for formal delivery using the cards

Quick Index

Introduction (Teach 1)
Course Guide (Teach 2)
Possible Routes (Teach 3)
Teaching social media (Teach 4)
Helping people take part (Teach 5)
Intergenerational (Teach 6)

Delivery Using This Course

Introduction:

How you choose to teach digital literacy is a matter for you. However, it's always useful to have some support. This may be support for you to increase your subject knowledge or it may be support when delivering with learners.

The problem with developing a course for digital literacy is that everything changes. We could make a guide on how to use Facebook, but it would have changed before we got it published. The second problem is that technology almost always goes wrong in a way you don't expect. Digital Literacy has to be about resilience and learning how to find solutions for yourself.

That's why, for this course, we've used **Learner Cards**. The cards take the form of short activities. Rather than providing step-by-step instructions, they provide some basic information and then links to videos or websites that can support the learners further.

The links are presented as **QR Codes**. At first, this may look confusing. But there are sound reasons for doing it this way.

- Intimidating as a QR Code might look, it's not as intimidating as a very long link
- QR Codes mean that people learning on mobile devices can access the links without having to type in long URLs
- QR Codes can be used to send other information too (such as contact details, WiFi passwords etc)

These cards are not workbooks. They are designed to be completed with a tutor present.

Delivering Using Cards:

There are two ways you can deliver using these cards:

1. As part of a structured course
2. As part of a 'menu' option

For the first option, you simply take the subject cards as a group (e.g. social media) and use those cards during your session on social media.

The second option works like a menu. You find out what the person wants to do (for example, communicate with family). Use the tutor sheet to work out what tasks would help them, then put together learner cards that will be of use (e.g.Skype, Sharing photos and a safety card).

Neither of these methods are fixed. You could use a hybrid method of creating a menu for each of your structured sessions, or you could create a new way of using the cards altogether.

What's key is that learners are able to learn to help themselves, learn that they can discover digital literacy without breaking the technology and learn about things that will help them to become more active digital citizens.

Introduction:

Delivering a course like this is different from a structured learning course. That said, it can be used *as part* of a structured learning course. Here are some ideas:

Engaging Learners:

Learners don't always want to know about digital literacy. Many of the learners who come to courses are not the ones who would benefit the most, but rather the ones who already know something about technology.

One way to overcome this is to use digital champions (see later) to help learners learn. The other is to put IT into other learning or social settings (for example as part of a social evening people learn something fun on a tablet).

However, structured courses are always popular, so make sure that you publicise them with the right message – you can meet new people, re-kindle old skills and embrace new ideas from using technology. .

Delivering Learning:

There are many different ways to deliver learning, many of which you will know already. This course is designed to work with all of them.

Informal Learning

You could use these cards informally. You may be chatting to a learner who expresses an interest in one specific element of digital literacy, so you work

through a card with them and then engage them in other forms of digital literacy or adult learning

Formal Courses

You can use these cards within formal courses - either as handouts, as activities or using an 'action stations' model, where learners move between different tables, each containing their own activity.

Drop In Sessions

These cards are ideal in drop-in sessions, where learners can come and ask how to complete something 'off the cuff'. Just grab a card to guide them through it.

Digital Champions:

A digital champion is someone who can help a learner with their digital skills. They may a teacher, they may be another learner or they may be someone with a professional or voluntary interest in the learner (for example a librarian or housing scheme manager). They are ideally suited to use these cards for informal learning sessions. If they want to know more about the subject matter themselves, they can also use the tutor sheets in the tutor toolkit.

Delivery Checklist:

Make sure you've found out:

- ✓ What connectivity is available (see connectivity checklist)
- ✓ What the room setup will be
- ✓ Whether learners will be using your or their own devices
- ✓ Whether you need a projector and will need to project your tablet through it (see projecting tablet sheet)
- ✓ What delivery style the learners are expecting

Make sure you have:

- ✓ Appropriate tablets, charged up and ready to use
- ✓ Appropriate cards, printed out or online
- ✓ Any additional handouts you may need

Make sure you have prepared:

- ✓ The background on the subject you're guiding them through
- ✓ An understanding of the learner's level

You could consider:

- ✓ Creative ways of delivery such as
  - QR Code treasure hunts
  - Activity Tables/Action Stations
  - Passing a tablet between learners while projecting it to complete activities
  - Getting learners to complete digital work (e.g. blogs) outside the session

Possible Structures for delivery

There are many ways you could deliver a structured course using these cards. You may want to adapt or add cards if you're going to use it for that purpose.

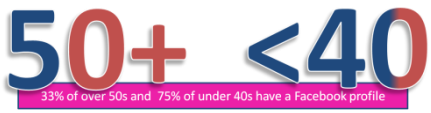
This card gives you one possible option for a 10 session course:

Session	Theme	Areas Covered	Cards
1	Introductions	Induction Thoughts on digital literacy Exploring the device	E2, E3
2	The Device	Using the device (recap) Types of device Using keyboard Apps and functions	E1, E2, E3, E4
3	Preparing for online	Connectivity E-Safety Web Browsing	Planner 6, E5, B1
4	Keeping in touch – email & VoIP	Setting up an online account (Gmail or Outlook) Using Email Using Skype / Hangouts Using WhatsApp	A1, A2, A3, A4 , A5, A Handout, B4
5	Keeping in touch – social media	Setting up a social media account Sharing using a social media account	C1, C2, C3, C4, B5, B2
6	Sharing content	Sharing on social media Sharing using cloud sites Sharing using blogs	C2, C4, C5, C6, C8

7	Money	Buying and Selling Online Banking	D3, D4, D5, D6, D7, B3
8	Hobbies	Music Crafts	D1, D2
9	Everything Else	Employability Using collaborative documents Augmented Reality Smart Content	B1, B2
10	Next Steps	Buying your own device Connecting to the internet Course Progression	E1, Planner 6

Introduction:

Social media has become a major part of the life of many people in the UK over the past decade. As of March 2013:



While social media is often thought to refer to Facebook and Twitter, it can be any website, app or platform that lets you interact socially.

This sheet helps you explore some of the sites and how people might use them. It also helps you think about how you might explain social media to someone.

What is social media?

Follow the QR codes to watch two videos about social media and networking. What do you think the difference is between social networking and social media? Does this correspond with how you think of social media? If you were making a video, would you have thought the same things were important?

Some networks to explore:

What networks are good for:

Twitter:	**Good for:** Networking, sharing ideas or opinions widely (i.e. not just with friends),
Good for: Sharing photos, thoughts, links with friends	**Facebook:**
YouTube:	**Good for:** Sharing videos you've made or found with friends. Film buffs may enjoy finding old clips and movie trailers and musicians / music fans may enjoy finding music videos
Good for: Sharing high quality photos with other photographers. This is for the photo enthusiast or amateur-pro, rather than the family snaps	**Flickr:**

Instagram

Good for: Sharing photos from your phone which are enhanced using very basic and easy to use editing. Can work with your other social networks

Good for: Sharing recipes, arts & crafts, sewing and funny pictures

Pinterest

Employability:

Code 1

Social media can be crucial in finding work, but it can also cause issues for people who are looking for work who have negative information about themselves online. Follow QR Code 1 for a video about the risks of posting negative content on social media. After this, think about what could happen if an employer searched for you and found nothing at all...what could you post online that would make you look good? How could you use social networks to make the right contacts? QR Code 2 links to LinkedIn, a professional social network that can help with this.

Code 2

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Social Media Safety:

Using social media safely can be a challenge. Use the links below to explore this in more depth:

Adjusting your Facebook security settings:
http://www.youtube.com/watch?feature=player_embedded&v=cERsasYHRJA

What to do if employers ask you for your social media password:
http://networkingforwork.org.uk/2012/05/17/employers-requesting-facebook-and-other-social-media-account-passwords/

Professional Vs Personal social media use:
http://networkingforwork.org.uk/2012/12/14/should-professional-and-personal-social-media-be-kept-separate/

Clean up your digital footprint infographic:
http://www.aplatformforgood.org/pages/clean-up-your-digital-footprint

What the internet says about you infographic:
https://s3.amazonaws.com/infographics/Google-Yourself-Challenge-800.png

Google's 5 ways to stay safe on the web:
http://www.youtube.com/watch?v=SszDZb-Jeuw&feature=player_embedded

Helping People Take Part

Introduction:

As long as there has been an internet, it has been used by those wishing to campaign and find a voice, as well as by those wishing to make a profit.

Teaching Loans & Finance

Teaching people about financial matters is always a tricky affair. Many loans (such as Pay Day Loans) or matters around gambling are potentially very dangerous. However, it would not be right for a tutor to tell people to avoid them... indeed, they may be the very reason someone wants to get online.

The cards are designed to help people inform themselves about loans and finance, by linking to independent sites that support and advise people.

Some of the best sites for independent advice are http://www.moneysavingexpert.com and http://www.which.co.uk/

Campaigning

Campaigning online is a growth area. Social media has changed the face of campaigning, as has the massive rise in "collective action" sites. Explore some of these sites to see examples and ideas of campaigns using online tools

Political Campaigns – How Obama used social media	http://www.huffingtonpost.com/tag/obama-campaign-social-media/	
	http://www.change.org/en-GB	**Change.Org** – online petition site that has hosted most of the high-profile petitions of recent years
38Degrees – The UK's most effective social action site	http://www.38degrees.org.uk/	
	https://www.mysociety.org/	**My Society** – Makers of FixMyStreet and TheyWorkForYou, they have created some useful tools to hold public bodies to account

Government Services

Engaging in government services is increasingly an important area. The UK Government are currently implementing "digital by default", which will see all services eventually move online. Their service standard (QR Code) outlines how this would work. All the services are available at www.gov.uk.

Intergenerational Learning

Introduction:

Technology is a great tool for linking up generations. Young people can support older learners to develop their digital and on-line skills in an informal way on a one to one basis. This can help build positive intergenerational relationships by valuing each other's life experiences, noting commonalities and celebrating differences. By working with others, young people develop the skills and satisfaction of teaching an older age group. This can also prove to be empowering and confidence building – for ALL ages!

The **DigitalAge** project was led by Linking Generations Northern Ireland, who trialled these cards in intergenerational settings. Here are some ideas for a how a tutor could involve multiple generations in learning:

Activity Ideas:

1. Work together to use digital photography/video to record and edit photos and memories of the local community and present in a meaningful way. Research online or visit local area and compare past and present, recording what discovered in variety of ways.

2. 'Interview' each other about individual life stories. This can then be recorded using a variety of mediums i.e. hard copies of books, blogs, produce DVD etc.

3. Young people can work with older learners on an individual (supervised) basis teaching them how to get on-line. An activity card relevant to what they want to learn can be chosen to follow at their own pace.

Tips:

LGNI would recommend the following good practice:

• A planning session involving representatives from all organisations involved to discuss aims and practical delivery of project. A schedule that will include organisations' contact details should be drawn up to share amongst everyone.

• Child protection/ vulnerable adults guidelines should be discussed, a risk assessment prepared and clear reporting procedures noted.

• Each age group should meet separately before first joint age session, to discuss their views and experiences of the other age group, address any concerns and make plans for project.

• 'Do's and don'ts' should be covered in single age, joint age and each subsequent session i.e. not sharing personal contact details with each other.

• Participants to work in one room, visible at all times with computer tutor, teaching representative/youth worker, older persons worker supervising at all times.

• Include refreshments during each session to encourage interaction and communication.

• Take photos of ongoing activities (with permission).

• Complete an evaluation at end of project, have a celebration event to invite the wider community, showcase what has been created and share your learning journey. For further information please see Linking Generations Northern Ireland (LGNI) website: www.linkinggenerationsni.com

Digital Age Project

General Resources

To support tutors & champions

Quick Index

Glossary
Making QR Codes (Resource 1)
Projecting Your Tablet (Resource 2)
Connectivity (Resource 3)

Making QR Codes

Types of QR Codes

QR Codes can hold all kinds of information including:

- ✓ Links / URLs
- ✓ Contact Details (to store on your device)
- ✓ Events (to add to your device calendar
- ✓ Information messages
- ✓ Locations (to view on your devices mapping software)
- ✓ WiFi Passwords
- ✓ Emails and Phone Numbers

Making a QR Codes

- ✓ On a computer go to http://www.goqr.me (or search for another QR maker)
- ✓ Choose the type of QR Code you want
- ✓ Enter in the information required
- ✓ Click 'Download' and select the colour you want
- ✓ Right click over the QR code and click "copy"
- ✓ Paste it onto your card, slide, handout etc

Installing the reader

- ✓ On a computer, log into Google Playstore using the tablet/devices Google Account
- ✓ Go to: https://play.google.com/store/apps/details?id=com.threegvision.products.inigma.Android

- ✓ Click ‘Install’
- ✓ Select the first device
- ✓ Click install again, select the next device and continue until all devices have it installed
- ✓ Ensure tablets / devices are on and connected so app can install

Projecting Your Tablet

Introduction:

Sometimes when teaching, it is useful to show learners the tablet as you use it. Traditionally, on a laptop you could do this through the projector, but that's harder to do on a tablet. This method works for any Android device, including a mobile phone. Please note that this is only for non-commercial use.

Installing the App

- ✓ Follow the QR Code on the device you want to project. Install 'Quick Support'
- ✓ On the computer connected to the projector, go to http://www.teamviewer.com
- ✓ Click 'Download for Private Use'

Running the Projection

- ✓ Run the downloaded EXE file
- ✓ Run the Quick Support App on the tablet / device
- ✓ Enter the credentials from the app on the computer
- ✓ Click 'Allow' on the device
- ✓ Select 'Remote Control' on the computer
- ✓ The computer now has access to the device and will show it through the projector!

Introduction:

Connectivity in housing and community buildings is often awkward. WiFi may not be available and, when it is, restrictions could be in place. This card suggests different options for connectivity, some quick tips and a checklist before you start.

Connectivity Options:

WiFi:

The best option for connecting a tablet or laptop is WiFi, but it's important to check that it will work well.

Dongle:

A MiFi Dongle is available from a mobile phone retailer and connects using mobile phone signals. You can normally connect 2 – 5 devices through a dongle. Speed varies based on signal strength.

WiBe or Satellite

If you have a weak mobile signal or lots of devices to connect a WiBe can enhance the signal to broadband type speeds. A WiBe can connect to 3 – 10 devices and is available from companies supporting rural broadband. If you have no signal at all, you can use a satellite link, but this is expensive and not normally portable without a vehicle.

Checking Your Speed:

Code 1

Whatever connection you are using, you need to have the right speed. Speed is measured in the number of megabytes (MB) that can be downloaded in a second (MBps). If you're using a laptop, you can use either http://www.broadbandspeedchecker.co.uk/ or the industry standard http://speedtest.btwholesale.com to quickly check your speed. If you're using a mobile device, follow QR code 1 for an android app to test speeds. A guide to speeds is below:

This table assumes you are connecting to a website and not streaming video or sound.

Speed	Options
< 1 MBps	This is probably unusable
1 – 2 MBps	Suitable for one device
2 – 5 MBps	Suitable for 2 devices streaming media or 6 browsing web pages
5 – 10 MBps	Suitable for 3 or 4 devices streaming media or multiple devices browsing web pages
10 MBps+	Suitable for multiple devices

Connecting Mobile Devices Quickly:

Code 2

Typing in the WiFi password on every device can be time consuming. If you follow QR Code 2, select WiFi Connection and enter the login details, you will be able to scan a code to connect each WiFi device (Android

only).

Connectivity Checklist:

Make sure you've found out:

- ✓ Will there be WiFi in the building you are using and will it work in the room you're using?
- ✓ Will there be WiFi for residents who want to take their own devices /borrowed devices back to their room?
- ✓ Are there any restrictions on the WiFi (for example YouTube being blocked) that could interfere with your teaching?
- ✓ Are their data restrictions on the WiFi (if everyone downloads a video, will the provider be charged extra for the data?)
- ✓ Are there restrictions on who can connect? (if learners bring their own devices, will they be allowed to connect?)
- ✓ Will the WiFi cope with all the devices you are using at once? This will depend on:
  - What you're doing (e.g. if everyone is loading YouTube videos it will go much slower)
  - The type of router and connection (a home connection at home speeds might not work)

Make sure you have prepared:

- ✓ Do you know the WiFi connection details and password?
- ✓ All devices are registered with the WiFi network prior to the course
- ✓ You have a back-up plan for if the WiFi fails (handouts, screenshots etc)

A

Address Bar	An area in a web browser that shows the current URL and allows the user to type in the URL of a web page they wish to go to.
Android	Android is an operating system invented by Google. In short, it is the software that makes the mobile device work the way it does. Many phones use an Android system, for example most Samsung, Sony, Nexus and HTC products.
Anti-virus software	Software which helps to protect your computer from viruses.
App	An app is a programme that runs on a mobile device. It might be free, or you might have to pay for it.
Apple AppStore	The Apple AppStore is the place where iPad and iPhone users can purchase and download apps.
Augmented Reality	Augmented reality (AR) is a way of mixing real life content with content on your phone, by superimposing computer images or data onto a picture seen through your mobile device's camera. See *QR Codes & Augmented Reality* for details.

B

Backup	A copy of your files kept for safe keeping.
Blog	A blog (from the words web-log) is a website that is updated periodically in chronological order, often like a diary or newspaper column. A Vlog is a video based blog.
Browser	Software used to search and retrieve information from the internet. Examples of browsers are Microsoft® Internet Explorer®, Mozilla Firefox, Safari and Chrome.

C

Cache	Short-term storage which is used to speed up certain computer operations by temporarily placing data, or a copy of it, in a location where it can be accessed more quickly than normal.
Click	To 'click' is to move the mouse over a link and press the left mouse button. It might also be used to mean tapping your finger on a given point on a touchscreen device.
Clipboard	Temporary storage area for an item during its transfer from one part of a document to another, or from one document to another, e.g. when cutting, copying and pasting.
Cloud	The Cloud is the name given to a computer connected to the internet where many different users save their information. See the worksheets around working with the cloud for more details.

C		
	Connectivity	Connectivity is the ability to connect to the internet. Barriers to connectivity could be physical connections (e.g. wires and plugs that don't fit), low internet speed, lack of WiFi or security restrictions put in place.
	Cookie	A small file which websites place on your hard drive so they can recognise you the next time you visit their website.
	Creative Commons	Creative Commons is a copyright system developed to allow people to share their copyrighted content with other people. Our resources all use Creative Commons 2.0, which means that you can change them in any way you like as long as you don't sell or make money from the final product, you acknowledge on the final product that it was developed from a NIACE original and you share your final product under the same conditions.
	Cursor	Onscreen representation of a pointer, which responds to mouse or keyboard movements.

D	Data	Data is digital information.
	Device	A device, in the context of these resources, means anything that might be used to connect to the internet.
	Digital Champions	A digital champion is anyone who is supporting someone with their digital literacy. See the document '*What is a digital champion?*' for more information.
	Digital Literacy	The concept of someone having a full and rounded understanding of digital use.
	Download	To copy a file from the internet on to your computer.
	Drag	To use a mouse or similar device to move material appearing on one part of the screen to another position.
E	E-mail	Electronic mail. Messages sent and received in electronic format from one computer to another, over the internet.
	Embed	To insert information stored in one format into information in another format, for example inserting a video file into a text file.

F	File	A collection of data held on a computer as one item with one name.
	File transfer	To copy or move a file from one computer to another.
	Firewall	A program which protects your computer by watching for and blocking, hacking, viruses or unapproved data transfer from the internet.
	Forum	An online place for discussion.
	Freeware	Software that can be used and copied without having to pay the creator of it.
G	Google	An internet 'search engine'.
	Google Play Store	The place where Android users can purchase and download their apps.
	Google Search	A search using the Google search engine.

H	Hardware	The physical components of a computer including both mechanical and electronic parts, such as the processor, hard drive, keyboard, screen, cables, mouse and printer.
	Home page	The opening or main page of a web site.
	Hyperlink	A link which takes you from one file or web page to another file or web page.
I	Icon	A small symbol or picture on the computer screen, which can be clicked on using a mouse to start a programme / open a file.
	Install	To copy all the files of a software package on to a computer so that the software then works on that computer.
	Internet	A worldwide system of inter-communicating, inter-connecting computer networks.
	Internet browser	See 'browser'.
	iPhone / iPad	Both mobile devices manufactured by Apple that use the iOS operating system.
L	Laptop	A small computer.
	Link	See "Hyperlink"

M		
	Malware	'Malicious software'. Software designed specifically to damage or disrupt a system. Viruses are a type of malware.
	Megabyte	Unit of measurement of computer storage capacity equal to 1024 kilobytes.
	Memory Stick	A small device that plugs into a computer and allows you to save content to it. This can be used to transfer between computers. It is normally roughly the size of a thumb, though shapes and sizes can vary considerably.
	Menu	List of options which a user can choose from.
	Mobile Device	In the context of these resources, a device that can connect to the internet without a wire, usually a tablet or smart phone.

M	Monitor	A screen which is used with a computer.
	MP3	An MP3 is an audio file format, based on MPEG (Moving Picture Expert Group) technology. It creates very small files suitable for streaming or downloading over the internet.
	MP3 player	An MP3 player is a device which is able to play MP3 files. An example is the iPod.
	Multimedia	A combination of moving images, graphics, text and sound.
N	Netiquette	Etiquette on the internet, for example in discussion forums and chat rooms.
O	Online	Anything that is 'on the internet'.
	Open source	Computer software for which the source code is freely available. Open source software can be used by anyone for free, and can also be adapted by people who have the technical skills to do so.
P	PDF	'Portable Document Format'. PDF files will print exactly as they appear on the screen. You need the free *Acrobat Reader* program to open a PDF file.

Pen Drive	See ‘memory stick’.
Platform	A complex website that does something specific. For example, Facebook might be seen as a ‘communications platform’.
Plug in	Optional additional features which can be added to a software package.
Predictive Text	While typing on a mobile device, this works out what it thinks you are going to write and fills in the word for you.
Podcast	A podcast is a series of digital media files (either audio or video) that are released regularly and can be downloaded.
Print	To create an offline document using a printer.
Printouts	A printed version of a learner card or similar.

Q	QR Codes (scanning)	A Quick Response (QR) Code is a barcode that can be scanned by a mobile device with a camera. Unlike a conventional barcode, which only contains a number, a QR code can contain many different types of information. See the learner and tutor sheets on working with QR codes for details.
R	Resource	Anything on or offline that could be used to support someone with their digital literacy.

S		
	Scanner	A device which scans images or printed material and converts them into a digital format, which the computer can then process.
	Screen reader	Software that reads aloud information from a computer display (particularly useful for users with impaired vision).
	Search engine	A search engine is a website that searches files across the internet for specific keywords or phrases defined by the user.
	Settings	Parts of a programme or website you can alter to make it behave differently. For example, you can change privacy settings on Facebook so that people can or cannot see certain things that you post.
	Site	A place on the internet containing text and / or pictures, video etc.
	Smartphone	A phone that has many more functions than a "traditional" mobile phone. Most smartphones have a large screen and can connect to the internet and run apps.

S		
	Social network	A social network is a website, or network of websites, specifically established to allow end users to communicate directly with each other on topics of mutual interest.
	Software	Computer programmes (for example word processors, internet browsers, desk top publishers).
	Spreadsheet	Software that displays multiple cells that together make up a grid consisting of rows and columns, with each cell containing either text or numeric values.
	Spyware	Computer software that obtains information from a user's computer without the user's knowledge or consent.

T	Tablet	A device for connecting to the internet which is larger than a smartphone but smaller than a laptop. It is normally flat and has a touchscreen.
	Tag	A keyword.
	Touchscreen	A device that is controlled by finger contact to the screen.
U	Upload	To transfer a file or software from a computer or other digital device to a server or another device.
	URL	'Uniform Resource Locator'. The address of a web page on the internet.
	URL bar	See 'address bar'.
	USB	'Universal Serial Bus'. A type of connection for peripherals (e.g. scanner, digital camera, portable memory devices).
	USB Drive	See 'memory stick'.

V	Virus	A software program which can copy itself and cause harm to files or other programs on the computer which it has infected.
	VLE	'Virtual Learning Environment'. This can mean many things to many people, but it is normally a place where learning courses or online resources are stored. Many providers use 'Moodle' or 'Blackboard' as a VLE, though many more exist.
W	Web address	The address of a web page on the internet.
	Web page	A document connected to the world wide web and viewable by anyone connected to the internet that has a web browser.
	Web site	A collection of web pages which are usually accessible from the same URL.
	WiFi	'Wireless Fidelity' is a method of connecting to the internet without a wire. WiFi enabled devices connect to a WiFi router, which is normally connected to the internet via a wire.

W	Wiki	From the Hawaiian word for ‘quick’, a Wiki is a website that can be easily edited and updated by anyone using it.
	Word processor	Software that provides the user with the tools needed to write, edit and format text and to send it to a printer.

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