Digital Skills Starters and 'Enders'

Developing digital literacies with or without a computer

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Welcome to the pack

This pack of simple activities encourages your learners to engage with digital technologies and develop digital literacies. The cards outline short (5 – 10 minute) digital skills building activities that you can use at the start or end of workshops, training or education sessions. It builds on the communication and maths cards produced by The Education and Training Foundation in 2017.

Just like functional maths and English, helping people develop digital literacies and confidence in the use of digital tools and systems is something that everyone can contribute to.

Engaging in the activities will help people to develop confidence and abilities with digital skills enabling them to use digital tools and systems more effectively. This is particularly important not only for personal safeguarding and wellbeing but for future employability and lifelong learning.

In this set you will find:

- A toolbox – suggested useful resources
- Digital skills shortages and needs data
- A recognised Digital Skills Framework

- Mapping of Framework to activities
- Activity cards (1 - 12) with some suggested responses and solutions

Toolbox

You'll need the following resources in your digital skills 'toolbox' but may also wish to add existing additional resources of your own:

Scrap paper or of some of the cards in the set

Trade magazines, newspaper articles or technology websites

Pencils or pens

Recently published dictionaries

Letter tiles (e.g. from Scrabble) Counters for keeping scores on quizzes/team activities

People talking – all of these activities involve whole, small group or pair discussions

Why development is needed: UK digital skills shortages

Digital skills are now used in every area of everyday life. They allow us to be productive at work, engage in lifelong learning and participate fully in our local community and beyond. Whether we are opening a bank account, finding a new home or job, looking for and buying a bargain online or simply staying in touch with friends and family, digital skills can help us. As more and more services such as banking, travel, local council and government information move online as a first preference, the digital skills to access them become ever more important if we are to participate fully in society.

Many people operate in digital worlds, e.g. viewing YouTube videos and interacting on social media. Despite this, there are many digital practices which people do not fully take part in which may improve employability prospects and progression and enhance leisure and learning life beyond work.

More than **10 million adults** in England would benefit from digital skills development. Two of the most significant digital skills shortfalls are experienced by people in **lower socio-economic groups where 35% of people** lack basic digital skills and by some **over 65 years of age where 57% lack them**. Employers are experiencing digital skill gaps within their workforce and encountering difficulties in filling advertised vacancies. **72% of large companies and 49% of Small and Medium Enterprises are suffering technology skill gaps."**
Source: Department for Culture, Media and Sport (2016) *Digital Skills for the UK Economy*
https://www.gov.uk/ government/publications/digital-skills-for-the-uk-economy

A digital skills framework

Digital literacy is:

"The skills which fit someone for living, learning and working in a digital society."
Jisc (2015)

"The ability to find, evaluate, use, share, and create using technology and the Internet."
Cornell University (2018)

Based on three recognised digital skills frameworks (OU, 2017: Jisc, 2015: EU, 2017), digital skills and literacies can be divided into **4 domains** which are mapped in these activities:

1. **Creating and curating a digital identity** – positive digital footprint, data security and personal safeguarding and wellbeing

2. **Working with digital information** – searching for, sourcing, validating, storing and retrieving information

3. **Creating and managing digital content** – authoring documents and images, copyright and the law

4. **Communicating and collaborating using digital systems and tools** - for business purposes, personal use and learning.

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Mapping the activities on the cards to the digital skills framework

The activities map to the digital skills framework on the previous page in the following ways:

1. **Creating and curating a digital identity**	Activity: 1, 2, 4, 5, 6, 7, 9, 10, 11
2. **Working with digital information**	Activity: 1, 2, 3, 5, 8, 9, 10, 11, 12
3. **Creating and managing digital content**	Activity: 1, 3, 5, 8, 9, 10, 11, 12
4. **Digital communication and collaboration**	Activity: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11

Activities can be used as a formal starter or 'ender'. Alternatively, shorter tasks – such as 'the worst password' think piece from activity 1 - could be embedded as a discussion during a break or while setting up or clearing away.

The tasks can be used simply as laminated cards with the suggested accompanying resources. Alternatively, some can be used in a 'Q&A' or quiz formats or turned into a game such as 'Call My Bluff' or 'The Weakest Link'; others may be copied and used as a tactile, matching activities. With access to an interactive whiteboard or PCs, some can be adapted to allow use of 'drag and drop' e.g. activity 2 or 3.

Note: Activities such as 1 on 'safe passwords', or 6 on 'digital footprints' need to be used with care or omitted altogether when working with some Offender Learning groups as file security and secrecy are covered.

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Activity 1: How safe is your password?   Use

Whether you are logging onto a computer, accessing an online account such as Facebook, using online banking or communicating via Skype, having a strong password is vital to keep your account safe.

Part 1:

2-minute group discussion on '**the worst password**' – what is the most unsecure password you could ever have and why? What is the danger in an unsafe password?

Part 2:

Split into groups of 2 or 3, work together using letter tiles to create some **safe** and **easy to remember** passwords which you could use to keep your accounts secure.

Join back together as a whole group and share a few creative answers.

Activity 1: How safe is your password? Suggested solutions and hints:

Safe passwords shouldn't be easy to guess based on knowing personal details. They should not be so complicated that you need write them down either, never do that!
Use different passwords for different accounts; use a password manager such as LastPass, 1Password, or SplashID to create and then store passwords securely.

Part 1: 'The worst password'

Which Magazine (2017) found that the most unsecure passwords include: 1234567, password, letmein, qwerty and 111111. Using a family birth date, your postcode, phone number or a favourite pet, team, film or band name is also not safe - it makes the password easily guessable by anyone who knows you.

Part 2: Create a safe password

Safe passwords use non-alphanumeric characters such as £ @ # ! & or $ and a mixture of capitals and lower-case letters. Think 'James Bond' codewords and see how creative – but still readable - you can be!

Encourage 'play' with names, swapping letters for numbers or other characters; give examples such as:

R!c#arD   V@ne$$@   @D1ty@   J0@nn@   C@tr10n@   Nata£!y@   H£T@L   @LeXP@$$w0rD

Use different passwords for different accounts by keeping the main part of the password the same and then putting an F in front of it for Facebook, T for Twitter, B for banking, S for Skype and so on.

Note: Learners should be reminded that they should not use passwords the same or similar to those created during this activity in future as their 'real' passwords as they have shared them with others in the group.

Activity 2: What's in a name?   Use

Digital tools and systems have a language and specialist vocabulary all their own. There are lots of jargon and acronyms in use and a lot of these are related to security and staying safe online, so it's very important that we can understand them.

In this activity, each line has a technology term e.g. 'phishing', a definition of it and a suggested measure we can take to safeguard ourselves. Read out a term on the left and ask learners if they define it and then say how to safeguard against it – why not divide learners into groups and use each row as a quiz question? Maybe work with computer magazines to add your own new rows.

Phishing	Getting information such as passwords by pretending to be someone else e.g. bank staff on email	Never give out details such as username, passwords or bank details to anyone asking by phone or email
Snarfing	Gaining unauthorised access to someone else's WIFI to use it for free	Enable the highest security level on your router and set a strong WiFi password
Virus	A program written to use your computer without your permission usually arriving via email or a portable drive e.g. USB	Never open an email attachment or a file from a USB drive not from a trusted source. Install anti-virus software on all devices

Term	Definition	Prevention
Malware	A program written to use your computer without your permission usually hidden in a web page	Use Chrome or Firefox browsers. Install anti-virus software onto your device and keep it updated with the latest virus definitions
Spam	Unwanted emails sent to millions of users containing adverts, phishing or spreading malware	Install anti-spam software. Avoid clicking on unknown, untrusted email links
Oversharing	Posting photos and updates which reveal your location, address or details such as your house number to anyone on social media putting you at risk	Avoid posting personal details. Restrict posts to 'friends only' to stop them being shared widely. Think before sharing locations
Cyberbullying	Any form of bullying or harassment using electronic means such as email or social media e.g. threatening someone in a Facebook post	Restrict your social media posts to 'friends only'. Report and 'unfriend' anyone who threatens you online

# Activity 3: Organise your files   Use

Once you start working on a computer you will quickly create lots of files.
These can be Word documents, Excel spreadsheets, Access databases and graphics in many different formats as well as emails that you save. It is very important that you:

- **Save files with sensible names**
- **Create a logical folder structure so that you can find them easily**
- **Back up files regularly, creating safety copies in case the main version is lost.**

It's never too early to set up the folder structure allowing you to save files efficiently. If you are working on your own computer, open **File Explorer** and navigate to your **C drive**. There you should find a folder named **My Documents** which is where you will set up your folders.
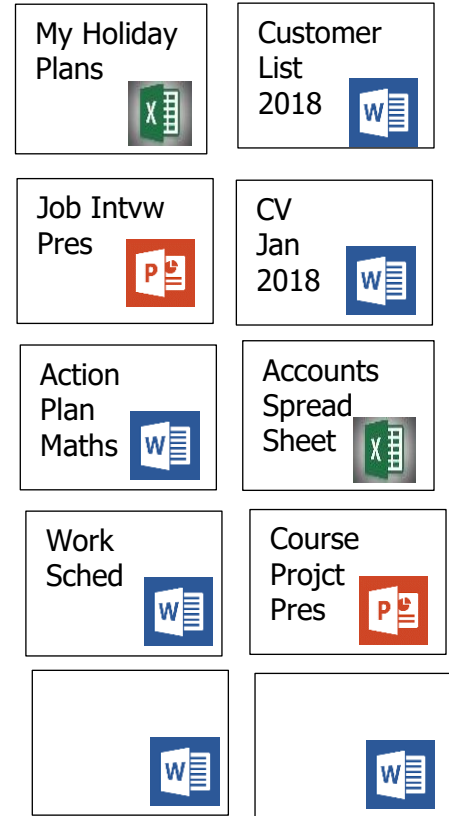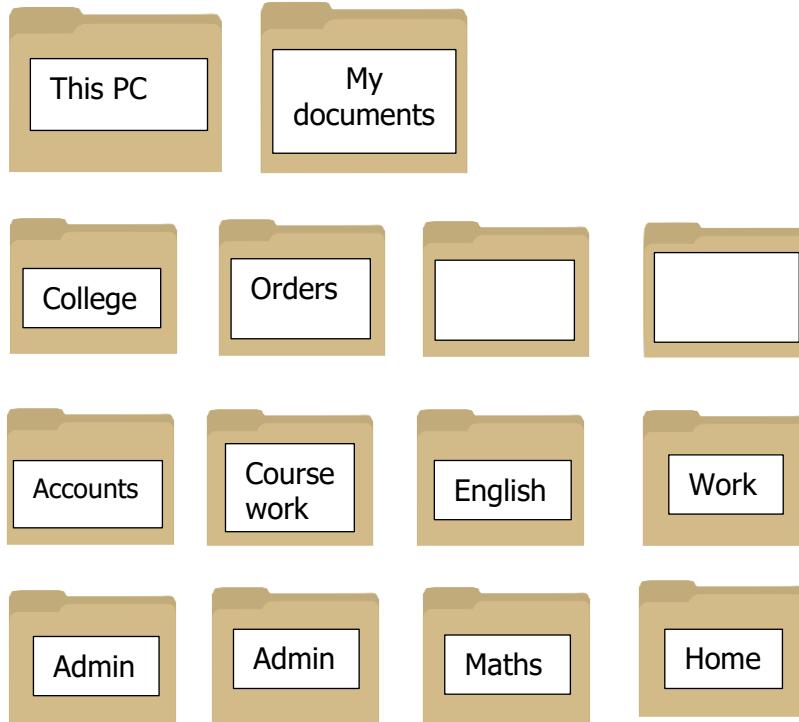If you are using a network rather than a stand-alone computer, you may be given a **drive** with space to store files. Whichever of these applies, use the example folders and files on the next card to plan your storage system. Think about document types and purposes and giving logical names you can remember easily.
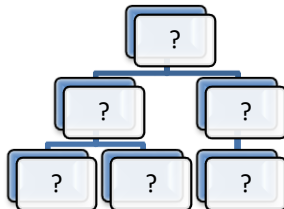
Use the folders and files on the next card. Ask learners to show which folders and sub-folders they'll use from those on the left or add others using blanks. Then ask them to say where they will store the files shown on the right.
Ask learners to draw their folder structure diagrams using a mind map or an organisation chart like the one opposite.

Activity 3: Organise your files

Folders:

- This PC
- My documents
- College
- Orders
- (empty folder)
- (empty folder)
- Accounts
- Course work
- English
- Work
- Admin
- Admin
- Maths
- Home

Files:

- My Holiday Plans (Excel)
- Customer List 2018 (Word)
- Job Intvw Pres (PowerPoint)
- CV Jan 2018 (Word)
- Action Plan Maths (Word)
- Accounts Spread Sheet (Excel)
- Work Sched (Word)
- Course Projct Pres (PowerPoint)
- (blank) (Word)
- (blank) (Word)

Activity 4: Time to tweet!

Use

First, ask the group to explain what they already know about what Twitter is and how it's used.

Then, ask everyone in the group to **draft 2 tweets** – use lined graph/grid paper if possible to allow easy counting of the number of characters used.

Make this competitive by awarding points for each tweet as follows:
1. Staying within the character count of 280 characters (1 point per tweet)
2. Mentioning another Twitter account using @ (1 point per valid mention)
3. Having a hashtag for keywords using # (1 point per valid keyword)
4. Using the informal language and abbreviations common on Twitter (2 points per tweet)
5. Suggest an appropriate video, image or emoji you could add (1 point per valid addition)

Suggested Tweets:

Tweet 1 - Explain skills you have used this week in a workshop or training session.

Tweet 2 - Say something you learned today and how you could use it in the workplace.

Activity 4: Time to tweet - suggested solutions and Twitter use tips:

- Since November 2017, unless you tweet in Japanese, Korean or Chinese, you can use up to **280 characters** in each tweet – a character is a letter, symbol, number or space

- **Mention** other Twitter users by using the **@** symbol and they'll get a notification message and may like or retweet your message - e.g. @Loreal, @Microsoft, @OpenUniversity

- Use **keywords** and emphasise them with a **hashtag** - the **#** symbol – before them to highlight your subject - e.g. #hairdressing #plumbing #construction #computing #art

- You can add images and videos to a tweet, too - and even an emoji - 😄

- Save characters and write appropriately for Twitter by using **informal language** such as isn't or don't and abbreviations such as w for 'with' or & instead of 'and'

- How important do learners think **correct spelling and grammar** is on Twitter? Discuss!

Activity 5 – 'Fake News!' and how to spot it   Use

The Internet gives us instant access to pages and pages of information on any subject we wish. But when we search how do we know that our results are correct? Some information we find might be deliberately biased – such as 'fake news' – sometimes information is inaccurate due to a mistake or is simply old and out-of-date.

In the last year, these 4 stories all appeared on online news sites - and not on April the 1st!
Which is the **only one** that is true:

> **"Fast food restaurant serves customer deep-fried rat"**
>
> **"Neil Armstrong says he no longer believes man landed on the moon"**
>
> **"Plane carrying 84 plumbers forced to turn around when its toilet blocked"**
>
> **"Woman trapped in public loo for 4 days"**

Discuss with the group **why we need accurate information** and what we can do to make sure that information we find online is **accurate and can be trusted**.
What sources can we use and how should we check them?

Activity 5: 'Fake News!' and how to spot it - solutions and tips:

The true headline was **3** – a flight left Oslo in January 2017, headed for Munich but only got as far as Sweden before it had to turn back. There were 85 plumbers on board, but the toilet could only be repaired from the outside. The airline said it wouldn't 'risk sending a plumber to work at 10,000m'!

We need to source and use accurate information because:
- Not recognising biased information sources can mean we are manipulated
- Spreading inaccurate information affects our reputation and whether others trust what we say
- Using inaccurate information can cost time and money or be dangerous
  e.g. missing trains, having accidents at work
- Including inaccurate information in assignments or reports can affect your grades or your job.

Check online information carefully – maybe pass around some newspaper articles and discuss them:

1) **Is it a trusted source?**
   The author is an expert and the source is trusted such as .gov .org .ac .edu site.
   You can cross-check it with other trusted sources e.g. check BBC news against The Independent
2) **Is it balanced, or is it biased?**
   Does the author give balanced arguments from both sides, including other points of view?
   Is the site owned by a company, political party or group that wants you buy something or support them?
3) **Is it current?** Check the date to make sure it was written recently so won't be out-of-date.

Activity 6: What's in your digital footprint?   Use

First, ask the group what they know about what a **digital footprint** is.

Briefly explain how a **digital footprint** is created and what will appear in **their footprint** as required.

Then, in groups ask them to discuss and feedback on:

- What content they should **avoid putting on future profiles** on sites like Facebook or Twitter
- What they should **avoid adding** to other people's social media profiles in future
- What content they should **remove** from a profile if it is going to be viewed by a prospective employer or educational organisation in future.

Activity 6: What's in your digital footprint? Solutions and tips:

Your **digital footprint** is made up of:

- Your browser history which holds details of which sites you have visited, your social media and gaming activity and profiles and what you 'like' or 'share' or comment
- Videos or comments posted to YouTube, blogs, or forums, emails, attachments, downloads, Skype calls
- Information given to companies e.g. when buying online, registering for offers or free gifts.

In the future, when using social media such as Facebook and online sites and services such as YouTube

1. **Think before you post:** Do you want everyone to see it - friends, family, grandparents, employers? You should be proud of everything you post online, it could be there forever!

2. **Search for yourself online:** Do a Google search of your name and see what you find.
   If it's something you aren't happy with, how can you remove it or make private by adjusting your settings?

3. **Know your privacy settings:** make sure you know what you are sharing on social networks:
   Do you want online posts or comments to be shared with your friends only or with the public?
   Remember your friends' settings affect your footprint if they share your posts with the public.

4. **Replace old negative information with new, positive details:** Ask yourself what will employers, tutors or other people like to see? Which photo will show you in a professional light? What achievements or qualifications can you list? Can you get someone to write a recommendation or testimonial of your work?

5. **Deactivate and delete negative footprint accounts:** The content is then no longer live or searchable.
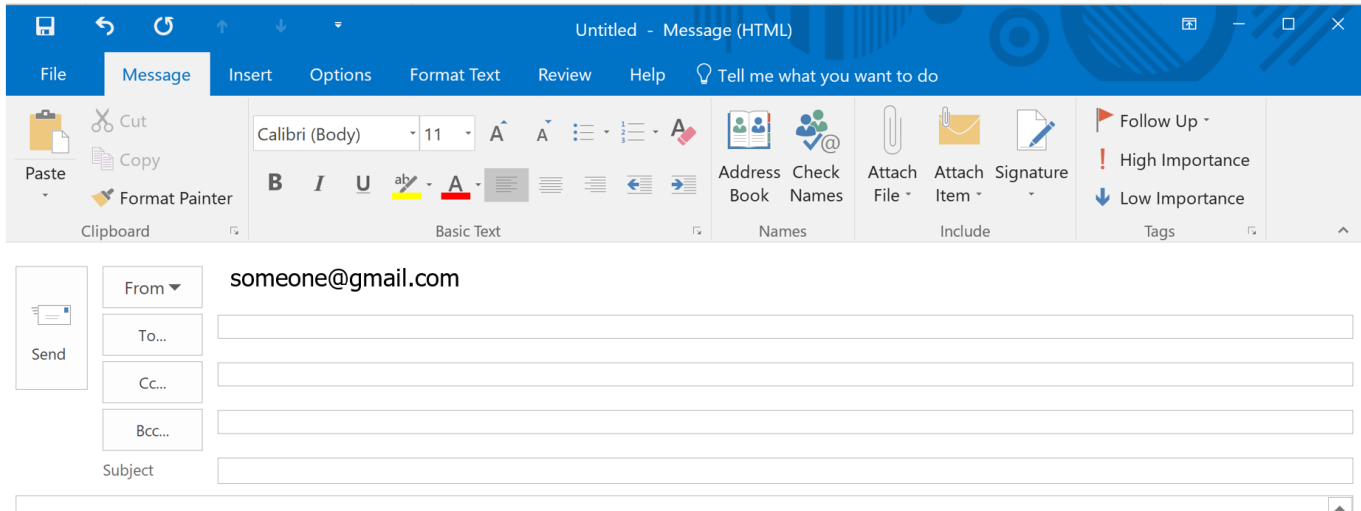
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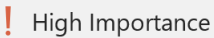# Activity 7: Effective email   Use

Effective use of an **email client** such as **Outlook** is an essential business skill.
Ask learners to search for a job in a trade magazine. Then using the screenshot of the email client below, ask them to discuss how they would use the tools and facilities available to:
1 Send an urgent email to the contact listed in the advert expressing an interest in the job   2. Send a copy of the email to a contact in their address book   3. Send copy of the email to themselves   4. Attach a copy of their CV to the email.
Ask them to draft how they would write the greeting, the body of the message and the sign off for the email, too.

Activity 7: Effective email – suggested solutions and tips

! High Importance	We can 'flag' an email as urgent by clicking on **high importance** - this will put a red exclamation mark next to it in the recipient's received email list highlighting it as needing a quick response.
Address Book	We can use an **address book** to file and easily find important contacts. Click on address book and then type the name of the contact into the Search facility, then click OK to email them.
Cc...	To send a copy of the email to other people as well as the main recipient use the **CC (carbon copy)** feature. When you CC someone on an email, all other recipients will be able to see this. If you wish to send someone a copy but not have their name visible to others use the **BCC (blind carbon copy)** feature.
Attach File	We can send files along with an email using a file attachment – to do this click on **Attach File** and navigate to where the file you want to send is stored, select it, then click **Insert**.
Dear...	The subject of the email should clearly state its purpose e.g. **'Application for transport assistant post'**. Business emails like this one should use the same formal language as a letter. It should start with **'Dear Alex'** or **'Hello Alex'**. Emails usually close with the sign off **'Best wishes'** or **'Kind regards'**.

Activity 8: Checking your digital documents   Use

It's very important that documents such as CVs, company brochures and business letters use formal language, appropriate formats and are carefully checked before we send them out.
Most Office software suites e.g. Open Office, Office 365 have facilities to help us with our writing.

Ask the group **how they can check and improve writing** in their formal digital documents.
Invite them to work in groups of 3 or 4 to respond to the following questions.

What tools are available to help them spot errors?
They might like to demonstrate using pen and paper how errors in documents are shown up on screen and how they can correct them. Are there any drawbacks to their use?

What tools can help them improve the quality of writing and use of vocabulary?

Activity 8: Checking your digital documents – hints and suggested solutions

Checking for and correcting errors:

Grammer	**Spelling or typing** errors are **underlined red** as you type – right-click on them to get suggestions for corrections. Select the option you want to have it automatically replaced
got there coats	Errors in **grammar** and words that have been **misused** are **underlined blue**. Right-click to get suggestions for corrections. Again, select the option you want to have it replaced
⚠️	**Warning**: words that Word does not have in its **dictionary**, such as place names like Macclesfield will still be underlined red - don't always assume all flagged errors are mistakes
ABC ✓ Spelling & Grammar	When you have written the first draft of your document, you can go to the **Review** tab in **Word** and select the **Spelling and Grammar check.** It will list errors in the text.

Building vocabulary and word variety in your writing, counting number of words written:

Thesaurus	If you've used a word such as 'great' in a paragraph already and want an alternative, select the word and click '**Thesaurus**' to get alternatives such as 'impressive' or 'fantastic'
ABC 123 Word Count	Sometimes when you apply for a job or a college place you will have to write a statement which will have a **word limit**, e.g. describe your previous experience (250 words max) The **Word Count** feature can help you by telling you the total number of words written.

Activity 9: Getting copyright right   Use

When we create business documents or webpages it's great to add engaging images to make them attractive. When we use other people's images we need to be very careful that we are not infringing copyright law. We also need to protect the digital objects we create from unlawful use.

Ask the group if they understand how copyright works.

Then share the Creative Commons chart on next page with them, explaining how its author has placed the license image and text at the foot of it. Read the following statements to the group – you might wish to divide a larger group into two or three teams and make this a competitive quiz. Why not add scenarios of your own to supplement the 4 examples below?
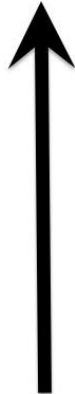All the learners have to do is to say '**within the law'** or '**copyright breached'**.

1. I've used a Creative Commons licensed image on the website that is free for commercial use and will credit the photographer of the image if anyone asks me where it came from.

2. I've created a website with a logo that I have designed and added some of my own photos.

3. I've used a Creative Commons image with a CC-BY-NC license on my website which sells t-shirts that I have made

4. I have used some images which have a CC BY-ND license on my website without editing them. I've credited the creators of those images at the foot of the page that they appear on.

Activity 9: Getting copyright right – CC solutions and hints

Creative Commons (CC)

Most Free ↑

Least Free

	License	Can someone use it commercially?	Can someone create new versions of it?
PUBLIC DOMAIN			
CC BY	Attribution	👍	👍
CC BY SA	Share Alike	👍	Yup, AND they must license the new work under a Share Alike license.
CC BY ND	No Derivatives	👍	👎
CC BY NC	Non-Commercial	👎	Yup, AND the new work must be non-commercial, but it can be under any non-commercial license.
CC BY NC SA	Non-Commercial Share Alike	👎	Yup, AND they must license the new work under a Non-Commercial Share Alike license.
CC BY NC ND	Non-Commercial No Derivatives	👎	👎

CC Comparison Table: http://scottfisk.com/wp-content/uploads/2009/06/creative-commons-license-types-pros-cons1.gif

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Activity 10: Designing formal, professional documents   Use

When we are designing documents for business such as posters, flyers, brochures or online content for websites or blogs we can help to make sure that they are accessible (easily readable by our audience) and look professional by using some basic design rules. These rules are also useful if we are designing logos or letterheads, too.

Ask the group what they know about document design rules – is there anyone who has experience with graphic or document design that can share their experience?

If they were designing a professional business document, which of these fonts, themes and formats are most suitable for a **professional** audience? Which are most **easily readable**? **Why** is that?

Professional	Professional	Professional	Professional
Professional	_Professional_	Professional	Professional
Professional	PROFESSIONAL	Professional	Professional

Activity 10: Designing professional documents – suggested solutions

When we are designing business documents we need to think about whether they will look professional but also whether or not they will be accessible to most people in our audience. To do this we can follow accepted design rules which make sure that our documents look good but also do not exclude readers such as those who have dyslexia or colour blindness.

Follow these guidelines to make sure that your business documents are professional and accessible:

- Avoid 'comic' fonts or comic clipart as they don't give a professional impression
- Use 2 or 3 colours or shades of a colour – this is more professional than having a wide mixture
- Use **sans serif** fonts such as Verdana, Arial, Tahoma and Calibri as these are more readable
- Always have a strong colour contrast between text and the background - dark text on a pale background, or light text on a dark background is most readable
- Highlight text by making it **bold** rather than underlining it or making it italic
- Avoid red or green text as it can be hard to read for those with colour blindness
- Use more muted colours such as greys and blues rather than mixes of too many bright colours when working on a formal business document.

Activity 11: The correct tool for the job   Use

There are lots of choices available when deciding how to communicate and collaborate over digital systems. It's important to choose the appropriate tool or method depending on the information you wish to share.

The table below shows common communication or file sharing tools.

Which would you choose to perform the jobs on the next card – are there other alternatives available that the group knows about?
Some tasks have more than 1 potential solution e.g. Skype, Zoom and Google Hangouts have common features, but Zoom is only free and unlimited for 1-1 chats.

You could write the names of the tools on a whiteboard and then read out the tasks that need to be done or display the tasks and learners can write a solution next to them. If you have flipcharts or 2 whiteboard spaces, why not make it a team game?

Audacity podcast	Facebook	Google Doc
Google Hangout	Skype	Tweet
Wordpress blog	YouTube Vlog	Zoom

Activity 11: The correct tool for the job – suggested solutions and hints

1.	Taking part in a free group video call adding new participants as the call goes on while communicating via a text chat window to share information such as web addresses.	Skype, Google Hangouts, Zoom
2.	Taking part in a free 1-1 video call which you can organise by sending the other person an email with an address to click on to join the conversation.	Zoom
3.	Working together on a collaborative report using a word document which you and 2 team members can edit and leave comments on.	Google Docs
4.	Taking part in a free closed video conversation with 9 others; sharing your screen to show them a presentation you will be giving together soon.	Google Hangouts,
5.	Announcing you have a new job through a brief message with a photo of yourself, mentioning the place where you'll work and its location.	Tweet, Facebook post
6.	Inviting friends and family to a fundraising event you are organising and being able to track how many people are attending automatically.	Facebook event
7.	Writing a monthly diary with photo content tracking your progress on an apprenticeship course to share with students and employers.	Wordpress blog
8.	Sharing a video file shot on a web camera talking about a charity fundraising event you are taking part in soon to help publicise it.	YouTube vlog
9.	Recording audio-only files of poems/songs available over the Internet as downloads. New instalments need to be received by subscribers automatically on sign up.	Audacity podcast

Activity 12: Search smart   Use

An internet search that is too general will produce thousands of unwanted results. Use these rules to help search engines give you the results you need:

1. Use **keywords** rather than whole sentences, or ask a question with a '?'			
X	The capital of Sweden	√	Sweden capital
		√	What is the capital of Sweden?
2. Use the **NOT** keyword or **−** sign to state things you don't want to see in your results e.g. when looking for information on the planet 'Pluto'			
X	Pluto	√	Pluto NOT Disney
		√	Pluto - Disney
3. If you are searching for an exact phrase – maybe a line from a book or film, put **quote marks** around it so the search engine looks for exactly that text not sites with the words in somewhere			
X	Show me the money	√	"Show me the money!"
4. Try a range of search engines – e.g. **Bing, DuckDuckGo,** or **Google**			

Ask the group to work in pairs to write searches for topics in your subject area, for courses or jobs; ask them to peer assess how well their solutions use the rules above.

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Support from the Education and Training Foundation

There are lots of different ways to get new ideas and improve your digital and IT skills. Here are a few to get you started.

Visit the Using Technology section on ETF's Offender Learning site for resources.
https://offender-learning.excellencegateway.org.uk/using-technology

ETF has produced a series of session planners to support the embedding of digital skills and collaboration into lesson delivery. There are currently session planners for: Art and Design, Construction, Functional English, Functional Maths, Hair and Beauty, Hospitality and Catering, Sports and Fitness. www.excellencegateway.org.uk/content/etf2781

Our research report 'Successfully using ICT to support learning in the secure estate' includes examples of successful use of ICT to support learning in prison.
www.et-foundation.co.uk/news/successfully-using-ict-support-learning-secure-estate

Visit the Digital Skills section of ETF's Foundation Online Learning for a range of online modules looking at improving and applying your digital skills. These modules provide a flexible way of learning essential IT skills for teachers and trainers.
www.foundationonline.org.uk/mod/page/view.php?id=1718