Using laptop computers to develop basic skills:

a handbook for practitioners

National Research and Development Centre
for adult literacy and numeracy

INSTITUTE OF
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The
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Agency

Contents

Introduction

In this handbook, we have used 'basic skills' as a shorthand term for literacy, numeracy and ESOL with adults; we have followed the BSA definition of basic skills and the *'Skills for Life'* strategy definition by ABSSU:

'By basic skills, we mean the ability to read, write and speak English/Welsh and use mathematics at a level necessary to function and progress at work and in society in general.' (1)

Adult basic skills 'covers the literacy, language (ESOL) and numeracy needs of post-16 learners, including those with learning difficulties or disabilities, as well as the key skills of communication and application of number, whether delivered as stand-alone provision, as part of a vocational programme or bolt-on course, and whether delivered full-time, part-time, or through self-study or ICT.' (2)

Information and Communication Technology (ICT) refers to computers – here, laptops in particular - and technologies such as digital cameras, video, multi-media etc. This handbook is intended as a reference source for tutors who want to use laptop computers with adults in their local community to develop their literacy, numeracy and ESOL skills. It is also designed for practitioners to develop their own ICT skills: it assumes a basic familiarity in using ICT, basic skills awareness and a lot of enthusiasm and creativity!

The handbook will:
- Discuss evaluations and early findings about how and why laptops can be beneficial to learners and communities
- Introduce some ways of working within the national standards, including using the core curricula, assessments and planning, and accreditation
- Discuss some issues around teacher training, funding and practical issues to do with laptops
- Introduce some ICT skills for tutors that are useful for materials development
- Give examples of commercially produced and tutor-developed materials.

For more general issues relating to running outreach projects using laptops, there is an excellent guide by Angela Wood which covers the following issues: models of delivery, developing a project team, funding, choosing software and hardware, working with the media, and evaluating outreach. (3) For further details on models of outreach, see Section 1.

How to use this handbook

Section 1 describes the findings of the Laptop Initiative Evaluation, and gives examples of the main benefits to learners of embedding ICT into basic skills courses in literacy, numeracy and ESOL, or of basic skills into ICT courses. These include the motivational effect of using laptops with different kinds of learners, how their use can aid learners' personal development and employability and encourage progression to more formal education. Laptops give opportunities for use in a wide range of outreach provision, widening access and participation, reaching new types of learner and including more people in learning communities. Case studies taken from the projects evaluated are used to illustrate the findings.

Section 2 explains how the findings from the evaluation can be combined with the *Skills for Life* strategy and infrastructure and *Access for All* to enhance the delivery, teaching and learning of basic skills, through consideration of funding, planning to use the core curricula, assessment, teacher training, accreditation and qualifications. There is also practical advice on the use of laptops for literacy, numeracy and ESOL practitioners, including health and safety issues, security precautions, and related technical matters. All areas draw on good practice observed in the evaluation, and case studies and real-life exemplar materials are used to give basic skills practitioners ideas for how ICT can be used to enhance literacy, numeracy and ESOL courses.

Section 3 provides a practical approach to choosing, using and developing your own materials for the delivery, teaching and learning of basic skills courses with embedded ICT. Ready-made resources are reviewed, and contributing tutors suggest systems to evaluate the relevance of these before use. Examples of interactive resources can be viewed using the CD-ROM accompanying this handbook, which also contains more detailed or extended examples of the materials featured in this book. There is a useful skills checklist for tutors interested in developing their own new teaching resources, or adapting their current materials, describing the benefits to learners and step-by-step technical advice on how to use each skill. Contributing practitioners from colleges, local authorities and other organisations have provided exemplar working documents, including samples of schemes of work, session outlines, plans for different students, related worksheets and achievement records.

The names of students referred to in the case studies have been changed, except where we have their permission to reproduce their work. We are happy for you to use any of the ideas from the case studies or from tutor-produced materials to inspire your own resources, but you should remember that all were devised to meet certain funding requirements for different courses, and were tailored to meet the needs of specific groups of learners, which will never be exactly the same as yours. Therefore, the exemplars should be used to inform your planning and delivery, and not used wholesale. You will want to use your own expertise and your knowledge of your learners' needs to adapt planning and assessment appropriately, and also to tailor your resources to your course and funding requirements. If you do photocopy or reproduce any parts of the handbook or accompanying CD-ROM, the sources must be appropriately acknowledged.

The handbook's appendices include a glossary of organisations and of other terms, references and further reading and a webliography of useful web site addresses. Throughout the book, we suggest sites for tutors or learners to visit, and if you are using the electronic version of this book you can use hyperlinks to access these directly. There are also internal links between parts of the book, for example in the skills checklist.

There are many ways to use this handbook. We hope that it will help all types of practitioners, including basic skills tutors, ICT tutors and voluntary group co-ordinators, to successfully combine the delivery, teaching and learning of literacy, numeracy, ESOL and ICT in their provision by using laptops innovatively and effectively.

Section 1

Findings from the Laptop Initiative Evaluation: Benefits to the learner

In March 1999, the Department for Education and Employment (now Department for Education and Skills) contracted the Basic Skills Agency (BSA) and National Institute for Adult Continuing Education (NIACE) to organise, manage and support the allocation of 1500 sets of portable computer equipment to about 300 local authorities and voluntary and community organisations. (4)

In Spring 2002, the Institute of Education (IoE) conducted an evaluation on behalf of the BSA and the Adult and Community Learning Fund Laptop Initiative in terms of the impact of technology on the teaching of basic skills. (5) Staff and students in more than 15 centres were interviewed and observed, and reports by 55 organisations were analysed.

The IoE evaluation of the Laptop Initiative found the main benefits for learners to be:

- Inclusion - they felt valued and trusted with the latest technology-based equipment
- Confidence - they felt confident in learning through using computers
- Employability - many saw the potential in terms of job skills
- Outreach – they were happy to be part of a learning community
- Portability – they were glad they didn't miss out because the provision had come to them.

Another recent study showed that ICT can be a great motivator and an acceptable option, particularly for the learners, for delivering basic skills to adult learners at Entry3/Level 1. (6) However, this study also showed that the level of effective use of ICT in the teaching of literacy and numeracy to adults was quite low in 2001, and that there were consequently relatively few examples of exemplary practice of developing basic skills using ICT. Many of the success stories reported in the IoE evaluation were on the theme of widening participation and increased confidence in using the technology.

In this section, we will be discussing these important factors from various perspectives.

Motivation to learn through the use of laptops

The opportunity to use ICT was a major incentive to enrol on the courses offered.

"It's a carrot, laptop kudos." (ICT Manager)

Some projects explicitly advertised themselves as targeting basic skills learners (because of the source of the funding), but some found this meant they lost the group of people who had already expressed an interest in coming to the proposed course. Other organisations offered a range of courses, from explicit basic skills to ICT courses and projects, such as family learning classes and local history projects.

Developing confidence with ICT was undoubtedly the prime motive for people to take up the opportunities offered. Learners were excited by the new technology:

"… It's non-threatening and removes a huge barrier of making mistakes…. They look at it and think, 'Did I do that?' And it's fun." (Course tutor)

Our research revealed the enthusiasm of adult learners in community settings to use laptops and, for many, it was the first time they had been shown how to use a computer.

"Some students are thrilled that they are allowed to use a laptop; that we value them enough to let them sit there and work with a piece of equipment that costs a lot of money and they value that responsibility."

The advantage of being able to take computers to learners cannot be underestimated, particularly as they lend themselves to learners working collaboratively and informally in groups. Laptops were seen to have a further advantage over desktop computers because they were felt to be less threatening and physically less dominating. One tutor observed:

"The laptops allow for a sense of community of learners, in contrast to the more isolating experience of dedicated ICT suites: facing walls you're out of things."

One of his students said:

"The desktop is large, in front of you…. You have to wait your turn when you want help. With the laptop, the tutor can lean over the table. He can see quickly who wants help."

In many cases, laptops were especially attractive because of the state of the art technology: they were faster than the older desktops to which learners generally had access to previously.

However, there are learners who are NOT attracted by ICT. Some learners who might otherwise join a literacy course may be put off by the fear of also having to learn to use a computer.

"It is worth remembering that if we as teachers find it difficult to get our heads around TEACHING two subjects at the same time (ICT and literacy), we need to keep focused on the extent to which we are asking someone to LEARN two subjects at the same time, and make sure we are not giving our learners something else to fail at."

Laptops and personal development

Awareness of learners' motivation is an important factor to consider in adult learning.

"… Learning that is meaningful: bringing learning closer to learners' lives."

■ *In one centre, a student was finding it hard to start writing in a group session taking place in a community centre. The tutor and the other students*

encouraged her to talk about her life and this led her to reminisce about the time when she had worked in a hotel in the Lake District. Later, the tutor downloaded a tourist site to use as stimulus material. This was also used as source material to get the student to read between and beyond the lines. This is a good example of the tutor's role and sensitivity in choosing authentic materials. The same material allowed the student to share her experiences with others and through email and to remain part of the group.

Employability

"…making the whole experience more relevant and useful to them..."

Learners found ways of integrating employment and business needs with learning new skills, as well as updating old ones:

■ *Supported use of laptops at a housing project enabled learners on New Deal Placements to produce their own CVs and cover letters that looked businesslike and would create a positive impression with a potential employer.*

■ *A student who ran a mobile disco was taught how to produce her own business stationery, visual publicity materials and spreadsheets: "I do a spreadsheet of my work which gets taken down: expenses and income; and I do that from January for the whole year round. Once a month, everything gets tallied up and put away. Because, as my teacher will tell you, I'm not the best-organised person in the world, so I have to keep everything together."*

■ *A local delivery driver, who became a keen learner, used a street-finding web site to write his directions for a quicker route.*

■ *After joining a family literacy group, one student, with the help of a tutor, started using ICT to run a business from home. She also wanted to learn to use email to keep in touch with her husband who was stationed overseas, and was planning to study for her ECDL.*

Encouraging progression

Formal education structures, framed by our experience of initial education and professional training, encourage the concept of moving on from one course to another (progression). By introducing laptops in informal settings and encouraging the development of basic skills, learners were given the opportunity to consider progressing into formal education together with increased confidence to do this. Some learners were able to envisage continuing their learning with a further training course, possibly at the main centre or at another training organisation or college.

■ *An expectant mother living in a housing association was introduced to integrating ICT, basic literacy skills and new parenting skills by a visiting tutor using a laptop. Through the use of a parenting web site* **(www.babycentre.com)** *and its bulletin board, she learned much about foetal development and her own pregnancy*

alongside new skills in literacy and ICT. She has since given birth to a young daughter and completed her GCSE English at evening classes.

Progression can also be thought of as sideways progression into realising the adult's capacity to learn from different opportunities. The examples in this handbook demonstrate how learners have been empowered and how the laptops provided an opportunity to learn outside the formality of a college or an adult education centre as well as progressing into more formal provision.

learndirect and Outreach: Tutors on Call, Orpington College

■ *Orpington College and the London South Learning and Skills Council are working with Bromley Field Studies, Bromley Children's Project, Easy PC for All and the British Red Cross to deliver 'Tutors on Call', a basic skills training project for hard-to-reach groups in the Orpington and Bromley area. A pool of tutors equipped with laptops offer tailor-made basic skills ICT-based courses together with First Aid courses. Work in the community is extended and groups now have access to an extra tutor resource enabling them to engage in small learning groups wherever they are in the community.*

The Tutors on Call programme consists of initial assessments and taster courses to entice hard-to-reach people in the community back into a learning environment through the medium of information technology with the aim of increasing their basic skills level of learning. Stage Two of the programme aims to 'lock-in' some of these recruits to a longer period of learning through the accredited courses of the London Open College Network. Another goal of the project is to build an infrastructure for learning progression so that some beneficiaries will have developed enough confidence and knowledge to go on to access mainstream educational courses.

*Among the learning resources and materials they use are the made-for-purpose **learndirect Skills for Life** portfolio, accessed through a **learndirect** learning centre. Where Internet access is available, learners can access a range of online courses; however, in outreach this can sometimes be difficult. A range of basic skills courses mapped to the curricula for literacy, numeracy and ESOL are available on CD-ROM. These include diagnostic skills checks, tasters, literacy courses ranging from Entry to Level 2 including spelling, letter writing and punctuation courses, numeracy courses from Entry Level to Level 2, and games-based and situational learning tools. Specialist ESOL courses are available with the appropriate specialist support.*

*The **learndirect** learners with home access to a computer like the flexibility of working both with a tutor and continuing to work independently. For more information on **learndirect's Skills for Life** portfolio, contact **www.learndirect.co.uk.***

Widening access and participation

Evidence from the evaluation showed that some of the projects viewed the use of laptops as an additional activity, which would continue as long as the organisation could find funding to sustain the development. Other organisations began with the idea of embedding their laptops project into the work of the organisation and its development of basic skills. Some had a vision of community development and a sense of an educational approach and philosophy they wanted to develop. Some had a more

opportunistic approach and others were more idealistic. Regardless of the values behind the local project's development, staff had to possess, or quickly develop, the skills of community outreach work if they were to find a viable group of learners with basic skills needs. Using the laptops as a 'lure' proved an effective way of attracting learners who frequently had basic skills needs but who were not drawn to conventional basic skills provision.

"If it wasn't for the laptops, I wouldn't have done it (the course)! I like it near home."

Models of outreach

Outreach is a term used in adult and community education to describe the process of making (usually formal) learning available to new groups of learners outside colleges and adult education centres. The relevance of outreach work to basic skills students is that it is a way of reaching new learners.

Wood gives responses to the question of defining outreach work from a wide range of participants in the laptops projects, and these are appropriate for basic skills tutors.(7) She suggests a model of development that includes the following purposes (which may also be interpreted as stages of developing new provision):

■ Making contacts
■ Engaging with local people
■ Individual development and exploration
■ Specific target groups.

Four models of outreach provision
Models are useful because they help us to understand what we do and why; they are useful to tutors and managers of projects because they can help with making decisions about available resources and developing provision.

Four models of outreach work are identified (8):

■ **Satellite model** - the establishment of centres for delivery of programmes in community locations outside main sites or campuses
■ **Peripatetic model** - work in organisational settings such as hostels, day centres, etc
■ **Detached model** - contacting people outside organisational settings, e.g. in the streets or shopping centres
■ **Domiciliary models** - visiting people or taking services to them in their homes.
The models may be useful for those managing projects and anyone interested in the theoretical underpinning to basic skills. The following descriptions match the models to the 15 projects visited for the evaluation.

Satellite model: This model involves least change to programmes and their delivery because existing staff, programmes and materials are used. Several education providers offered courses in youth and community centres and on a 'learning bus' that were very similar to courses offered at the main site.

Peripatetic model: Probably, most of the projects fitted into this category, possibly because it is a familiar model for adult educators who are frequently accustomed to working in partnership with local organisations. Also, it is a way of extending provision without making demands on existing sites and avoids internal competition for space/rooms. It also makes good use of the extensive networks that adult and community education have developed. Examples included courses in a residential home, a day centre, school-based groups, pubs and sheltered housing.

Detached model: There was an example of a group setting up a stall at a local fair, which was reported but not observed.

Domiciliary model: One organisation took laptops into people's homes.

Reaching and recruiting 'new' learners

A major finding of the laptops project was that new learners were reached. The portability of laptop machines allows for more learners to become engaged. Using a partner's venue also removes the problems of enticing sometimes reluctant learners to an existing adult education centre. Also, there may be a lack of classroom space and new developments find they are competing with existing courses for a room.

Outreach goes to 'non-traditional' learning environments, where new groups of learners are 'created' or potential learners are reached. This is sometimes referred to as setting up 'communities of practice'. Centres reported many instances of learners who were later prepared to acknowledge they wanted help with improving some aspect of their literacy or numeracy. By using the laptops as an incentive, and by taking them out into the community, the projects have attracted learners with all varieties of needs, including those without basic skills needs.

■ *One organisation found new groups of learners interested in integrating basic skills and ICT needs via partner venues, such as a Social Services' day centre. At this venue, the main users were elderly people, people with learning difficulties and people with mental health problems: those groups often excluded from access to new technologies.*

■ *Pubs provided a focal community point: people who had never considered returning to learn had learning brought into the heart of their neighbourhoods: "I wouldn't have done this anywhere else…" (Student).*

■ *Similarly, a learning bus was initiated in an isolated area and created flexible learning opportunities for communities. It was seen to positively attract new learners: "The learning bus was so convenient for me; just at the top of my road…" (Student).*

The laptop initiative was used by some organisations to develop longer-term ICT projects, including static networked facilities. One manager planned to open this service to the local community:

"To think all this has come about from a few laptops…. (it) will be of use to the community as well as to our residents and people from these community enterprises. …

You could say that a lot of it comes from the fact that we got a couple of little laptops and tried to establish that ICT had a lot to offer this group!" (Manager).

Working one-to-one in people's homes, a Community Mothers' scheme often provides parents with their first chance to use ICT and access health and educational software, and the tutors embed literacy and numeracy activities within this. Below is an excerpt of a letter from a new learner (written on a laptop, of course!).

"Before Christine (a community mother and development worker) started coming, I could not read or spell at all... My health visitor told me all about it and I am glad she did … and Christine came round with the laptop…I can now read and spell better. I can now type letters and get my spelling right…I could not read my letters so I could not sort anything out. Now I can do so much for myself. I am proud of myself to help my son."

Other projects created learning groups in areas where there was an identified need that typically involved social exclusion and lack of access to ICT by taking laptops to venues and 'non-traditional learning environments' such as local ferry services, bingo and snooker halls, working men's clubs, people's homes, mosques, churches, gurdwaras, employment centres, residents' associations, funfairs, parent groups, libraries, village halls, the Probation Service, housing trusts, stroke groups, football clubs, and trade unions.

Including all learners

Laptops attracted men and women of all ages, both with and without learning difficulties.

"It's a whole new learning experience. We hope there will be another course!"

Physical, emotional and cognitive barriers can impede learning new skills or developing existing ones. Laptop computers were brought into various settings including people's homes in order to give them a chance they would have never had.

One student, who is disabled and found it physically difficult to attend centrally located classes, went to the laptops group held in a local community venue near her home. She explained how she incorporated her new learning and skills into a very personal project:

"I'm actually writing as well as a means of coping. I come from a very bad background and I've been told by counsellors that I should write about it… How you're feeling, how angry and all …The computers give you the ability to do things that you wouldn't think to do before … .. It's good for two reasons; you know that someday somebody might benefit from how you felt and what you've gone through; and another way it gets it out of your system." (Student)

Using knowledge of local needs

The ability to understand and identify needs within the local area and to negotiate a programme requires skills that which are not necessarily those of a basic skills tutor or a manager within the organisation. To overcome this problem, some organisations 'grow

their own tutors', by recruiting former basic skills and ICT learners. These tutors are often pivotal in outreach, having both a deep understanding of the communities they come from and acting as a familiar face/engager for new learners. Understanding the community from the inside out, staff/learners from the area have an innate knowledge of the area.

Working with partners in the local community and beyond

Work in the local community often requires a partner to work with everyone involved, who needs to continuously research their area and keep their local contacts 'live'. Most basic skills organisers will be familiar with this approach as local networking can lead to targeting new provision on an identified learning need.

■ *Family literacy groups working in partnership with Sure Start identified a group of parents at a local school as wanting to involve themselves more in their children's education while themselves having learning needs. Working on a project which embedded basic skills and ICT, parents created Story Bags. One part of the project involved parents typing nursery rhymes on the laptops, illustrating them with Clipart illustrations and laminating them for use in the nursery.*

Most organisations found partners to work with, especially when there were limitations on the availability or accessibility of potential venues to take the laptops to. Some organisations used the opportunity to find partners whose premises they could use and who might also provide them with a core of learners. Tutors sometimes found themselves dealing with new concerns, for example elderly learners, and social and rehabilitation programmes.

■ *In a rehabilitation scheme, clients were encouraged to progress towards further education. The Advice and Information Worker from the Community College visited weekly and conducted regular workshops at the centre, e.g. on educational needs and computer-related matters. This link with the college helped to break down barriers, for clients who would be unlikely to attend a college: "…so we have got a good relationship with them, because lots of people come here…someone coming from there to us, as they see it, makes it a bit easier." explained a worker.*

■ *One centre trained officers of the Salvation Army to deliver 'First Steps' basic skills provision (on a 'barefoot' training course), to potential learners using laptops. Having engaged them with an introductory course or taster, the Salvation Army officers then refer the new learners onto further courses at the centre.*

The evaluation found it would be beneficial for tutors to be given some training and an introduction to possible concerns before working with professionals and staff from statutory agencies such as Social Services, the Youth Service etc, and with charities and voluntary organisations. All organisations have their own cultures and ways of defining relationships with clients and these are not necessarily shared by adult or college-based tutors. Also, by its very nature, adult and post-16 education is generally concerned to give people skills and knowledge to access opportunities they may have missed or been denied in their initial education. Some of the projects gave an opportunity for the users to develop a

positive self-image and a chance to achieve something they could take pride in.

Klallam community links

■ *An outreach project at Priestly College has been built around forming an email partnership/friendship with a Native American Community called the Klallam, based in Washington State, USA. The primary aim of the project was to encourage the learners to reflect on their own community, to investigate the way the community is already moving forward in addressing key issues and then to promote further progress by directly comparing it to the Klallam Community and their approach via ICT.*

The project was split into three modules that the learners could join and participate in at any time:

1 *writing and typing diaries and journals to enable the learners to investigate and record how local and national events impacted on both their own family life and on their communities*

2 *writing and publishing children's short stories: the Klallum have as part of their culture a long history of story-telling. The learners thought that, in the UK, there was no such tradition and decided that they would like to actually write their own stories. The stories would be based on their own children, their interests, and the local community and should have some 'moral' or would be pertinent to their own lives today. A book of stories has since been published.*

3 *Klallam community links: setting up individual email friendships for the learners that might be sustained after completion of the course.*

Each of these modules formed part of a basic skills programme which was mapped to the National Literacy Curriculum at various levels, according to the learners' abilities.

An important outcome of this part of the course was that the learners recognised that the community was moving forward. Its members had begun to work together as a team to achieve goals, such as an improved environment, better health, less crime and more neighbourhood and family support.

Work in the community is time-consuming, challenging and sometimes very frustrating, but basic skills tutors who make a success of it also find it personally enriching and professionally very satisfying and fulfilling. There is often a sense of helping people to change their lives and be part of local community developments. Many tutors also enjoy the challenge of making learning active and practical. As the managers interviewed for the evaluation acknowledged, the skills, qualities and commitment of staff developing laptop projects were a major factor in their success.

Networking also requires looking beyond local community concerns and requires some political 'nous' in order to understand the point of view of the various stakeholders. Organisational managers may have a different perspective from the basic skills tutor and there may well be different, and possibly conflicting, interests within and between organisations. However, if an initiative is to develop and succeed, these differences have to be worked with in the interests of the project. Accommodating more positively different points of view and working with available resources can lead to local innovation and lead to new forms of provision.

Section2

Delivering basic skills on laptops within the basic skills teaching and learning infrastructure

This section was developed by tutors from local authorities, voluntary and community organisations and further education establishments, and is intended to help the following types of practitioners delivering basic skills through ICT in the community:

- Basic skills tutors using and learning how to use ICT in their delivery of basic skills
- ICT tutors incorporating basic skills into their provision
- Voluntary group co-ordinators moving towards incorporating basic skills and ICT into their provision.

Materials and resources developed by tutors have been produced for particular situations and groups, and meet different funding requirements. While they are included in the handbook and CD-ROM, they should be used as a source of inspiration rather than replicated without being adapted for your particular situation.

The practice and research of basic skills and ICT is constantly evolving, as is this handbook and the materials included within.

Skills for Life: teaching and learning infrastructure

Skills for Life, the Government's strategy for improving levels of literacy, language and numeracy skills of adults, introduced a new teaching and learning infrastructure for adult learning in literacy, numeracy and ESOL. This infrastructure consists of:

- National standards for literacy and numeracy at Entry Level, Level 1 and Level 2
- Core curricula for literacy, numeracy and ESOL, with a pre-entry curriculum framework
- A common screening tool
- Appropriate initial and diagnostic assessment
- Teaching and learning materials
- Qualifications, accreditation and national tests
- Qualifications for staff.

This section aims to provide up-to-date references, resources and practical considerations for tutors planning to use laptops and ICT to support basic skills delivery within the teaching and learning infrastructure. As well as references, and a brief overview of the national standards, tutors have contributed ideas, resources and materials to provide fresh suggestions for those already integrating ICT into their provision. These are organised under the following headings:

- Basic skills funding
- Using the core curricula for literacy, numeracy, ESOL and Pre-entry

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- *Access for All*
- Assessment and planning
- Teacher training for adult literacy, numeracy and ESOL
- Accreditation and qualifications
- Practical issues when using laptops.

Basic skills funding

Information on basic skills funding is available through the funding guidance on the Learning and Skills Council's web site: **www.lsc.gov.uk**.

Organisations can claim basic skills funding from the LSC where programmes have their only learning aim as a set of objectives for literacy, numeracy or ESOL. These objectives must be linked to the national standards for adult literacy, numeracy or ESOL through reference to the Adult Core Curricula in Literacy, Numeracy, ESOL or the Pre-Entry Curriculum Framework.

Basic skills funding is also available by the addition of an individually listed numeracy/ literacy/language learning aim to a learner's main programme of study. An example of this would be where it would be in the interests of a learner on an ICT course to work on basic skills at the same time in order to help them achieve their main learning outcome.

Additional Learning Support
If a learner is attending an ICT course but needs support with literacy, numeracy or ESOL, the organisation may be able to claim additional learning support if they are funded by the LSC. Additional Learning Support is also available to cover depreciation charges for equipment that learners may need.

Things to check
In different situations and with different funding constraints, basic skills courses may be forthright in their advertising or covert where necessary. Many providers are avoiding the basic skills 'tag' by inventing course descriptions such as 'Brush up your skills' and 'Return to Learn' etc. This can be successful, but may attract non-basic skills learners seeking ICT courses. Likewise, using ICT as an incentive may bring in learners who have no real basic skills needs or no wish whatsoever to address such needs.

When marketing the course, the target market often needs to be clarified, and there may be a case for the emphasis to be on 'Help with Reading, Writing, Spelling' or 'Help using maths', with ICT being mentioned only as an afterthought; as a tool to achieve the primary basic skills learning goal, rather than a learning goal in itself.

Check funding requirements for your project as to whether it needs to identify itself as having a basic skills emphasis and whether or not it needs to be linked to the curricula and to the assessment process, by accessing:
http://www.dfes.gov.uk/readwriteplus/planning_and_funding

Using the core curricula for literacy, numeracy, ESOL and Pre-entry

The Adult Literacy, Adult Numeracy, Adult ESOL and the Adult Pre-entry Core Curricula were developed as part of the *Skills for Life* Strategy and act as common frameworks for programmes of study.

Free copies of curriculum documents are available from the Basic Skills Agency (0870 600 2400), or as part of the DfES *Skills for Life* Pack (0845 60 222 60 or **dfes@prolog.uk.com**).

The Curricula are available online at the following addresses:

Interactive Adult Literacy Curriculum with *Access for All*:
http://www.dfes.gov.uk/curriculum_literacy

Interactive Adult Numeracy Curriculum with *Access for All*:
http://www.dfes.gov.uk/curriculum_numeracy

Interactive Adult ESOL Core Curriculum
http://www.dfes.gov.uk/curriculum_esol

Interactive Adult Pre-entry Curriculum
http://www.dfes.gov.uk/curriculum_pre-entry

Things to consider when mapping to the curricula
Match the teaching and learning objectives to basic skills objectives, not just to ICT objectives. Even if your course is 'covert', i.e. not marketed as basic skills, BOTH basic skills and ICT outcomes need to be listed. Otherwise, this may be an issue for auditors, depending on the funding for the course (see previous section on funding implications). Is ICT appropriate for the objectives you are delivering and the learners you are working with? If so, how can ICT support basic skills? Examples of possible ICT-based literacy and numeracy activities, adapted from the DfES interactive curricula, are given in Appendix D.

The following exercise can be used as part of your staff development programme to help staff to become more familiar with the Curricula by considering how ICT can support the development of literacy, numeracy, ESOL and pre-entry as described in the appropriate curricula (9).

2

ICT and curricula development exercise

Thinking about the curricula and how they define the skills that your learners are developing is crucial. Considering how ICT might help learners to achieve their learning goals can be very challenging, especially if ICT is a new skill or area for you.

In Appendix D, you will find examples of ICT activities mapped to sections of the literacy and numeracy core curricula. **(10)** Try this exercise in order to develop your own ideas relevant to your learners and your learning context.

In groups, take a curriculum level and look at the various skills/subsections.
- First, write out the skill definition
- Consider whether or not ICT can support that skill (It is not always possible or suitable to use ICT.)
- Develop ICT activities that could support these skills.

For example:

Curriculum, level, skill and skill subsection	Ways in which ICT can be used
Literacy, Entry 1, Reading: **Grammar and punctuation -Rs/E1.1** Read and recognise simple sentence structures in a passage of language experience	Use a word processor to break a text into sentences. Using a word processor, put in full stops
Literacy, Entry 1, Reading: **Vocabulary, word recognition and phonics - Rw/E1.1** Possess a limited, meaningful sight vocabulary of words, signs and symbols	Please fill in…
Numeracy, Entry 2: Common Measures - MSS1/E2.5 Read, estimate, measure and compare length using common standard and non-standard units, e.g. metre, centimetre, paces	**e.g.:** In Word, make sure that the graphics (or drawing) toolbar is displayed. In **Draw: Grid** select the following settings **Snap objects to grid,** change horizontal and vertical settings to 1 cm; **Display gridlines on screen**, vertical and horizontal every 1 cm. Learners can now use the gridlines to experiment with drawing lines of different lengths. Alternatively, load a file of drawn lines for learners to measure using the grid.

Using the core curricula: numeracy and ICT

In developing this handbook, we were pleased to receive materials from tutors, a selection of which is included here. The following pages give some examples and excerpts of tutor-developed resources and teaching tools mapped to the literacy, numeracy and pre-entry curricula. Examples of ESOL materials can be found later in the handbook; further materials mapped to the ESOL curriculum can be found at a number of sites including **www.talent.ac.uk** and **www.tower.ac.uk/curweb/pathfinder**

First Steps to ICT for your Children

Maggie Cochran, St Vincent College/BSSU

Notes for tutors

The main focus of this two-hour lesson is teaching students to understand bar charts. Students must collect, input and extract data.

Producing the chart on the computer gives a more professional appearance. All students can achieve the same finished product without the differentiation apparent in a hand-drawn graph, where students may have varying drawing and handwriting abilities.

The aim of a bar chart is to 'show numbers in pictures', to summarise data and to compare sets of measures. Some people prefer to think in pictorial ways. Also, when the numbers are large or we want to change measurements, the computer is the only way to show the outcome quickly to make a point in class.

Although this module was designed as an introductory module for a course aimed at parents who have children at Key Stages 1 or 2, it could easily be used with any other group of numeracy students. Children at Key Stage 2 will be working with data and probably using the computer to create bar charts. Parents may feel that they have forgotten this area of the curriculum or that in fact they never covered it. This session will help them keep up with what their children are doing.

Skills needed

Students will need to be able to use the mouse. They can learn this skill while doing this module. They will also need to enter text and figures using the keyboard. Again, students with no computer experience should manage this with help. If the majority of students are KB1 (never used a keyboard before) and/or M1 (never used a mouse before), then this session may be better spread over a longer time slot or even over two lessons.

Differentiation

After the initial discussion, data collection and demonstration, students can work through the handout at their own pace. The tutor and any volunteer helpers can then work individually with students as required. More able students who finish early could create another chart using data collected earlier in the lesson or by making some up.

First Steps to ICT for your Children *cont.*

2

Session planner

Time: Approximately 2 Hours

Aims: To show students that ICT can be fun and useful. To show students how their children might work with data at school

Objectives: By the end of the session, learners will be able to create a simple bar chart on the computer

TIME	TOPIC	CURR. REF.	COMPUTER SKILLS	ACTIVITY	RESOURCES	METHOD OF ASSESSMENT
10 mins	Introductions			Tutor introduces self and course. Students introduce themselves.		
10 mins	What is a bar chart?	HD1/E3.1		Discuss : - what is a bar chart? - when might we use one? Discuss importance of title and X and Y axes to give meaning to chart	Copies of bar charts, e.g. from a newspaper	Students can participate in discussion
15 mins	Data collection	HD1/E3.3		Collect data and enter in tabular format on piece of paper. Look at example in Creating a Bar Chart worksheet. Collect some data from students, e.g. favourite chocolate bar or TV programme	Creating a Bar Chart worksheet	Students can help compile table of data for chart
10 mins	(BREAK)			(Can be taken during next activity)		
50 mins	Creating a bar chart	HD1/E3.4	able to use mouse to left click, right click and drag use a typewriter or keyboard for simple typing	Demonstrate entering data in Excel and creating a bar chart. Students follow instructions to create their own bar charts.	Creating a Bar Chart worksheet	Students can produce a simple bar chart
15 mins	Extracting Information	HD1/E3.2		Look at questions about favourite drink chart and discuss extracting information from charts. Students write own questions about charts they have created.	Creating a Bar Chart worksheet	Students can answer simple questions about bar chart and write their own questions
10 mins	Conclusion			Sum up lesson and look at finished charts. Discuss next steps.	Information on courses	

First Steps to ICT for your Children *cont.*

Worksheet: Creating a Bar Chart

1 Ask the other students what their favourite hot drink is and record it in two columns:

Tea	3
Coffee	6
Hot Chocolate	2
Bovril	1

2 Enter this data in Excel, highlight it and then click on the **Chart Wizard** button.
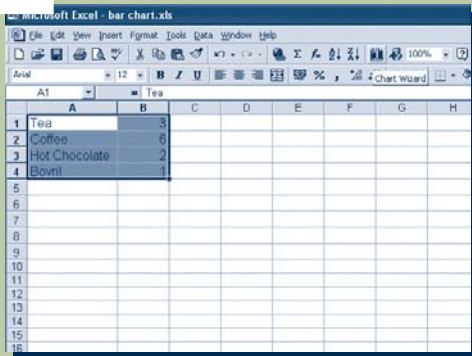
3 Choose **Column** then click on **Next** twice.
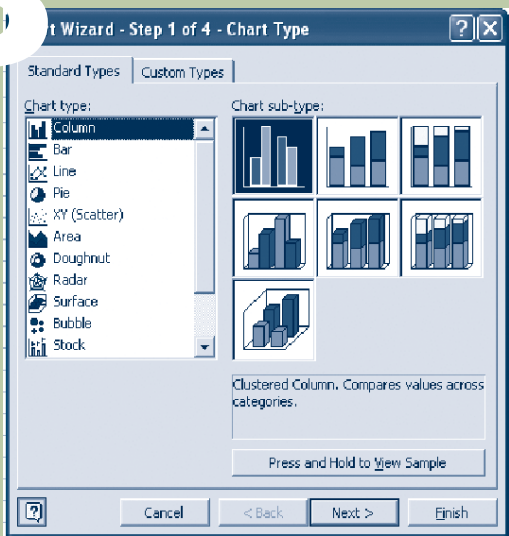
4 Enter a Chart title and titles for the X and Y axes, then click on **Next** again.
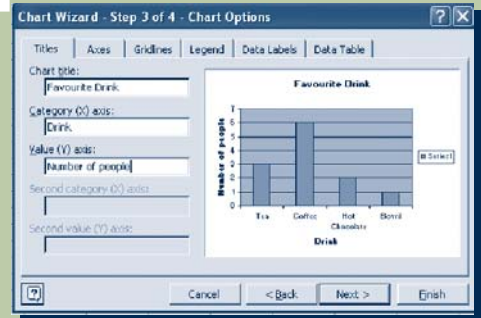
5 Choose **As new sheet** then click on **Finish.**
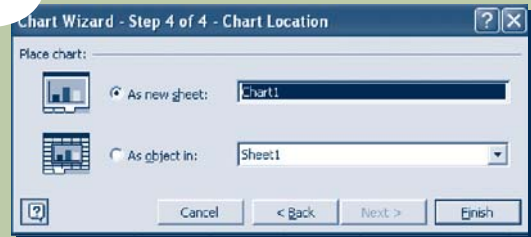
6 Your finished chart should look like this:

Look at the chart.
How many people like tea?
Which is the most popular drink?
Which is the least popular drink?

2

Using the core curricula: literacy and ICT

Key In/Learn On, by *Gill Johnson, Suffolk Basic Skills*

Notes for tutors

'Key In/Learn On' has been put together as a framework for a 30-hour course, teaching basic skills students who are unfamiliar with using a computer. It has been used in a variety of groups, with students ranging from Entry 1 or 2 to Level 2. Groups are small, with a maximum of 10 students. Tutors have a copy of the framework and a range of back-up literacy materials. Sessions usually start with group work, introducing the literacy topic and the ICT skills for the session. Learners are then set differentiated tasks to practise their skills. Learners are encouraged to help each other. Each session ends with a plenary to review learning and share problems and successes. The framework can be adapted to suit the needs of a particular group. When learners have completed the course, they are able to progress onto an Internet/online course which reviews the skills already learnt and offers them the opportunity to use the Internet and email to research one or more topics, which they then write up as a project.

|	Session focus	ICT objectives	Curriculum links	Materials
1	Introduce students to the course Initial assessment of skills Enrolments and essential paperwork Typing name and address	Introduce the computer Learn basic terms Get more familiar with mouse and keyboard Introduce Word Open document and save as a file	Listen for and follow the gist of explanations, instructions and narratives (SIlr/E2.1, SLIr/E3.1, SLIr/L1.1, SLIr/L2.1)	Enrolment forms Learning programmes Personal profile sheet 'Can do' sheet List of session dates
2	Understand the format of formal letters Recognise difference between formal and informal language Plan, draft and edit a formal letter	Improve confidence with mouse and keyboard skills Recognise usefulness of word processing – format and layout Learning formatting skills – make bold, italicise, underline, centre text, add colour Using a spell-checker More file management Printing work	Plan and draft writing (Wt/E3.1, Wt/L1.1, Wt/L2.1) Use format and structure for different purposes (Wt/L1.5, Wt/L2.4) Proofread and revise writing for accuracy and purpose (Wt/L1.6, Wt/L2.7)	Formatting text Blocked letter layout Short formal letter
3	Discuss importance of audience and purpose Explore language to entertain – poetry and song Produce a typed song or poem	Improve confidence with mouse and keyboard skills Explore copying and pasting More file management practice	Plan and draft writing (Wt/E3.1, Wt/L1.1, Wt/L2.1) Use format and structure for different purposes (Wt/L1.5, Wt/L2.4) Proofread and revise writing for accuracy and purpose (Wt/L1.6, Wt/L2.7)	Copying and pasting 'She'll be coming round the mountain when she comes' Getting it right
4	To explore persuasive language and use of adjectives To focus on punctuation To produce own advertisement	To consolidate ICT skills To insert a table To insert a picture	Use adjectives (Ws/E2.2) Use punctuation correctly (Ws/E2.3, Ws/E3.3, Ws/L1.3, Ws/L2.4) Plan and draft writing (Wt/E3.1, Wt/L1.1, Wt/L2.1)	Examples of advertising Inserting tables Punctuation pack
5	To explore persuasive language and use of adjectives (continued) To produce own poster	To consolidate ICT skills To insert a table To insert a picture To use WordArt To insert a border	Use adjectives (Ws/E2.2) Use punctuation correctly (Ws/E2.3, Ws/E3.3, Ws/L1.3, Ws/L2.4) Plan and draft writing (Wt/E3.1, Wt/L1.1, Wt/L2.1)	'To make a poster using Word' sheet 'Creating a border' sheet

Using the core curricula: Pre-entry and ICT

Introduction to Computers by *Joy Foster, Hull Adult Education*

2

Notes for tutors

The following is an excerpt from a 35-week scheme of work for adults who have a learning difficulty or disability and with whom the computer is used to supplement and enhance their learning.

The learners have low levels of literacy and most do not read or write. The size of the groups consists of approximately 8-9 learners. The groups may need to be smaller when teaching learners how to use a computer and some students may also need one-to-one support to learn effectively.

Within these sessions, the ability of each individual can vary greatly from Milestone 4 to Entry Level 1. There is always a whole group session at the beginning of the session because this encourages communication skills and enables less-able learners to contribute their ideas and opinions. Following on from this, the group go on to differentiated small group work and then some individual work or work in pairs using the computer.

Pair work is often encouraged as it enables all learners to contribute their ideas and opinions in an inclusive way (i.e. including those learners who may need more support).

	Session focus	Aims	Outcomes	Curriculum reference
1	Enrolment and assessment	To enrol and assess students To establish personal aims and milestones	Individual learning plan	Speaking and listening Listen and respond
2	Continue	As above	As above	As above
3	Introduction to course Electrical dangers Health and safety issues	To have an awareness of electrical dangers To understand how to turn on the computer safely	For each learner to be safe using electrical equipment	SLlr.1 (Listen and respond) SLlr.2
4	Turning on the computer in the correct sequence Practise name	To listen and respond to spoken instructions To copy name in Microsoft Word	Each individual should be able to turn on the computer at the plug, switch, monitor etc in the correct sequence	SLlr.1 (Listen and respond)1/2
5	Continue with above Naming the parts of the computer	As above	As above	As above
6	Practise turning on the computer in the correct sequence Naming the parts of the computer Matching words to pictures on a worksheet	To enable each individual to turn on the computer independently and safely To give each learner the correct terminology for computer parts	To increase the confidence of each individual learner when turning on the computer To allow each learner to communicate using the correct vocabulary	SLc/M6.1 SLc/M7.1 SLlr/. 3,4. SLd/M6.1,2,3
7	Naming the parts of the computer lotto game Practise writing the key words on the computer	To enable each individual learner to memorise the parts of the computer	To improve spoken communication and increase confidence and self-esteem	Rti/M6.2 Rti/M6.3 Rtc/M6.1 Rtc/M6.2
8	Continue with above Computer wordsearch	As above	As above	SLlr/M6.1,2,3, Speak, listen and respond Rw/M6.1 Rw/M6.2 Ww/M6.1

2

Access for All

Basic skills has always been at the forefront of inclusive learning, and of widening participation by learners who are disadvantaged or disabled in any way, but the provisions of the Special Educational Needs and Disability Act 2001 (SENDA) make this a legal obligation. *Access for All* gives further guidance on making the adult literacy and numeracy core curricula accessible. (11)

In the context of using laptops with basic skills learners, this means taking all reasonable steps to ensure that no learner is excluded from using ICT because of an unaddressed special need.

Access for All is available from DfES on 0845 60 222 60 or **dfes@prolog.uk.com**. Interactive versions of the Adult Literacy and Numeracy core curricula, searchable and cross-referenced to the guidance manual *Access for All* are available from the following:

Literacy with *Access for All*: **http://ww.dfes.gov.uk/curriculum_literacy**
Numeracy with *Access for All*: **http://ww.dfes.gov.uk/curriculum_numeracy**

Access for learners with literacy difficulties
Learners with literacy difficulties must not be excluded from using ICT if they wish to use it. Few commercial resources are aimed at a low literacy level, and much of what is available is aimed at children. There is an argument for the sensitive use of materials aimed at children, particularly with learners whose motivation in coming to classes is to be able to support their children's learning. It is also worth considering the graduated version of Word used by schools; **RM Talking First Word 4.11**. (See Using existing resources, in Section 3.)

A number of factors need to be borne in mind when using ICT with learners with literacy difficulties. Many of these extend to all first time ICT users. These learners:

■ may well benefit from positive and specific feedback especially when new concepts are grasped or new learning has taken place

■ may need time to understand the concept of drop-down menus, toolbars and shortcut icons

■ may be able to recognise words by knowing/being prompted with the first letter of a word and may learn to recognise their position in relation to other words

■ may need time to read menus, screen tips, dialogue boxes

■ may not easily distinguish between numbers and letters, e.g. 0 (zero) and O (letter)

■ may need explanations of technical terms, including those which may seem obvious (window, shut down, program, word-processing etc)

■ may need to be shown that keyboard letters are upper case but appear on screen as lower case

■ may feel more comfortable working with CAPS LOCK on at first, even though we all know that word shape recognition depends on using lower case fonts

■ may have difficulty distinguishing left and right (e.g. for mouse clicks)

■ may have acute difficulties with the skimming and scanning skills needed to navigate a computer screen, especially on the Internet

■ may well benefit from the use of graphics and clear words when developing instruction sheets

■ need, above all, early successes with ICT.

Access for learners with physical difficulties

■ Visit the site **www.techdis.ac.uk**, a source of information and resources relating to using ICT with learners. with disabilities

■ Later versions of Windows, including XP, also provide a basic screen reader that will read toolbars and dialogue boxes and also read out characters as you type. May be of use to people with impaired vision when they do not have access to a specially adapted machine

■ Further information about Microsoft accessibility can be found at **http://www.microsoft.com/enable/default.aspx**

■ Be aware of the availability of assistive technology (hardware and software). Helpful software includes **textHELP!** and **Readplease** which can read aloud learners' own work, plus text pasted into it from other sources such as emails or web pages; **Read and Write Gold**, which provides more support than Microsoft Word, particularly for learners with dyslexia, and screen readers such as **Jaws** and **Supernova**

■ Ensure learners are given opportunities to discuss (privately if wanted) the support they need. Check this on an ongoing basis as many people will not raise difficulties directly with you unless you ask

■ Know about the Disabled Students Allowance by accessing **http://www.dfes.gov.uk/**

■ Give due consideration to adapting resources to meet the needs of learners (e.g. printing in large font on A3, using coloured paper and screen backgrounds) as well as differentiating tasks by ability as you already do

■ For a web accessibility software tool designed to help expose and repair barriers to accessibility and encourage compliance with existing accessibility guidelines, try BOBBY at **http://bobby.watchfire.com/bobby/html/en/index.jsp**

■ Further resources are available at **http://www.dyslexic.com/ and http://www.abilityhub.com/**

How to improve accessibility for all

Alison Trimble, Basic Skills and ILT Consultant

Enlarging screen icons
Why?
■ The default toolbar buttons in Microsoft Office present a barrier for some learners, either because visual difficulties make the button images difficult to decipher, or because motor difficulties or issues with hand-eye co-ordination make it difficult to position the mouse pointer on them. These can be easily enlarged. In practice, this results in the toolbars taking up more space than usual on the screen and/or some being 'hidden' but these can still be accessed.

How?
■ Select **Tools, Customise, Options** and check the **Large Icons** box.
Click the **More Buttons** icon to access buttons which are hidden as a result.

Changing text size in Internet Explorer
Why?
■ Despite increased awareness of the need to make web pages accessible, many use very small fonts, and learners with mild visual difficulties will not necessarily want or need to use a screen magnifier. It is often, but not always, possible to enlarge the on-screen fonts.

How?
■ In **Internet Explorer**, select **View, Text Size**. Choose **Large** or **Largest**.
You may then need to use the scroll bars to view areas of the page which are now not on screen.

Changing the way the mouse pointer works
Why?
■ The pointer can be changed to work in different ways – to move more quickly or more slowly, to leave a trail behind it so you can see where it has been. You can also change the size and shape of the pointer and even the speed at which users need to double-click. All of these may assist users in feeling confident with the mouse.

How?
Start, Control Panel, Mouse
■ If you find you do not have access to the Control Panel, this may be due to your institution's policy. It may be necessary to discuss the issue with relevant managers.

Sticky keys and other accessibility options
Why?
■ Learners who have full use of only one hand (including many stroke patients) may not be able to perform actions such as holding down the Ctrl or Alt keys whilst pressing one or more other keys. The Sticky Keys Option allows the keys to be pressed successively rather than simultaneously.
■ Also useful is the FilterKeys option which can be set so that repeated or very brief keystrokes do not register; this may be helpful to users who accidentally touch keys or hold them down for too long.
■ It is worth looking at the full range of Accessibility Options to see what may assist your particular learners – for example, the numeric keypad can be set to operate the mouse pointer and the display can be set to a higher contrast; this may help those with certain visual difficulties.

How?

■   **Start, Control Panel, Accessibility Options**

Screen magnifiers

Why?

■   Although Microsoft Office packages offer the option of enlarging fonts, enlarging icons and using the Zoom button, some activities such as viewing dialogue boxes, and looking at web sites for which text-enlarging is inhibited by the design, may still be inaccessible for those with impaired vision. In these cases, it may be necessary to use screen magnifiers, software which enables specific areas of the screen to be significantly magnified.

How?

■   A number of commercial packages are available; information can be found via **www.techdis.ac.uk**

■   If there is a laptop with Windows XP, this has its own magnifier: **Start, Programs, Accessories, Magnifier.**

On-screen keyboard

Why?

■   Where learners are able to use a mouse or other pointing device but not use the keyboard, it is possible to have a keyboard displayed on screen.

How?

■   **Start, Programs, Accessories, Accessibility, On-screen keyboard.**
Other options may be researched at **www.techdis.ac.uk**.

2

Assessment and planning

When delivering any form of basic skills provision, assessment is the key to good practice in order to develop an appropriate individual learning programme, review learning progress, and to plan the 'next steps' for learning.

The *Skills for Life* strategy emphasises the need for all screening and assessment to be based on the national standards and curriculum documents. Consequently, there are a number of standardised tools available, or in development, to use. However, in community work it may not always be appropriate to use these standardised tools, especially in the initial stages of interaction with the students as the idea of being assessed in any form may be a disincentive to learning.

The table opposite identifies the different assessment processes needed at different stages of learning, with the standardised tools that are available or in development. Other forms of online/on-screen tools are suggested, including informal ideas that could be used in an outreach context.

Types of assessment	Standardised assessments
Screening **to identify a possible basic skills need**	Fast-track screening tools for literacy and numeracy ESOL version is in production *(Developed by Basic Skills Agency/DfES)*
Initial assessment **to identify skills levels to give learners a starting point**	Initial Assessment Pack for Literacy and Numeracy ESOL version in production *(Developed by Basic Skills Agency/DfES)*
Diagnostic assessment **to give a detailed profile against standards and curriculum documents**	Diagnostic Assessment Project *(Developed by Basic Skills Agency/DfES)*
Formative assessment **for regular reviewing of progress to inform the learning programme**	No standardised assessment available, but a useful guide for practitioners is currently being developed by the LSDA, *Planning Learning and Recording Progress and Achievement: a guide for practitioners* **www.dfes.gov.uk/readwriteplus/LearningInfrastructureDelivery**
Summative assessment **to provide evidence of achievement at the end of a specific programme**	Internal assessment of goals based on national standards External assessment through national qualifications at Entry, Level 1 and Level 2 and accreditation for Pre-entry The National Test: Online assessments for the Certificates in Adult Literacy or Numeracy are in development *(Developed by Basic Skills Agency/DfES)*

Other online/on-screen assessments

Ufi Initial Assessment Package (in development)

learndirect Skills Checks (From Entry – L2)

Target Skills (From Entry – L2)

BeST- A screening Toolkit for Basic Skills

A digest of learning and support tools from the Scottish Executive:
http://www.scotland.gov.uk/library3/education/ilsn-00.asp

NB If using online assessments, check that:
- they adhere to the British Standard Code of Practice for the use of ICT in performing assessments, BS 7988:2002. (Contact British Standards Institution on 020 8996 9001 or visit **www.bsi-global.com**)
- they do not affect project funding requirements.

For information, evaluations or comparisons of assessment tools: **www.basic-skills.info**

2

Informal assessments

An interview in the early stages can ascertain a learner's skills levels and goals. It may then be appropriate to use informal methods to assess needs and formulate plans. Some organisations use a students' checklist to help formulate the learning plan, asking learners to identify which of the skills are most important for them to develop. The learners' goals are then practised in order to assess their skills level.

Example of a students' checklist for literacy needs:

Writing my name and address	Reading simple forms	Reading the television page
Writing notes	Filling in simple forms	Following instructions
Writing letters	Reading application forms	Reading food labels
Addressing envelopes	Filling in application forms	Writing a shopping list
Writing about how I feel	Reading a newspaper	Reading street signs
Writing about things I have done	Reading advertisements	Talking to other people
		Using the telephone

Thurrock Community Mothers

For learners with very low levels of literacy due to learning difficulties, or for learners with little English vocabulary, picture sheets using programs such as Widgit or Microsoft drawing features are an excellent way of ascertaining levels and needs. One organisation uses picture sheets for learning tools such as worksheets, ILPs and student record sheets with groups of learners whose skills levels range from Milestone 4 to Entry Level 1, ESOL learners and family learning groups.

Other forms of informal assessment include:

■ Filling out an application form

■ Discussion based on a set of questions

■ 'Can do' cards: often used to help learners self-assess their own levels of numeracy and literacy

■ Free writing (see following example).

A first session in literacy and ICT

Maggie Cochran, St. Vincent College/BSSU

2

Notes for tutors

Planning a first session with a new group of students is always difficult. What level will the students be? What sort of experience will they have? What will their interests be? Planning a session that combines literacy and ICT has double the difficulties because a tutor will need to assess both the literacy level and the ICT level of the students and plan for a range in both.

This lesson plan has been used successfully at the beginning of several courses. Getting the students to write about themselves on the computer allows the tutor to assess individuals' literacy skills and keyboard skills. Those with good literacy but poor keyboard skills may not manage to write much, but what they do write is likely to be grammatically correct. Many students have difficulty using the mouse so it is a good idea to introduce the keyboard first.

Preparation

1   Open Word on all of the computers so students do not have to log on and find it for themselves in their first session.
2   Change the font size to 14 to make it easier for the students to read.
3   Turn the spell-checker off. Students often worry about the red and green wavy lines under their work.
4   Turn the auto correct off so students' mistakes are not automatically corrected before the tutor gets a chance to see them!

Lesson activities

1   After introductions, the computer hardware is explained followed by health and safety issues.
2   Students are shown how to use the keyboard: Letters, Space bar, Enter key, Delete and Backspace, Capitals and Full Stop.
3   Then the students type details about themselves; either free or guided writing.
4   Printing, saving, closing files, and shutting down are then demonstrated (tutor may need to do this for students in first session).

Differentiation and follow-up activities

Writing about themselves allows for differentiation as more able students will write more and use more complex structures.
After the free-writing exercise, students work through a handout, allowing them to work at their own pace. The tutor and any volunteer helpers can then work individually with students as required.

A first session in literacy and ICT

2

Referral routes following initial assessment

If a basic skills need is identified but an organisation is unable to provide the necessary support or teaching, then *learndirect* offer a useful referral route (*learndirect* national learning advice, telephone 0800 100 900).

> ■ *One centre has self-help sheets available in their library so that students who don't want to attend support sessions can still get help. The students can pick up the sheets to get help without having to admit to anyone that they need support.*

In some outreach contexts, it may take some time for the learner to know what they want and need, especially if they have little or no experience of ICT or understanding of their basic skills needs. Therefore, the first few sessions need to be planned to accommodate a range of needs and levels. With short taster courses, all that is needed is to ensure that the taster is suitable for a wide range of abilities and that good end of course guidance is available. Alternatively, the taster could be used as assessment for a follow-on course. For longer courses, there needs to be the flexibility to adapt the course to the needs of the participants.

Individual Learning Plans

A learner's individual learning plan (ILP) is initially based on the outcomes of assessments and the learners' own learning and life aims.

Points to bear in mind when developing ILPs include:

- the learner's current situation
- SMART long-term and short-term goals
- whether ICT is an appropriate means to deliver basic skills with this learner
- how ICT can be used to achieve targets in the delivery of basic skills
- any assessment records
- learning styles and attitude towards learning
- learner knowledge and cognitive skills
- any special needs
- the learner's achievement and the need for progression
- the review timescale
- updates on assessments.

For further information on ILPs and recording progress, *Planning Learning and Recording Progress and Achievement: a guide for practitioners*, an LSDA project draft, which details the developing and trialling of resource materials and guidance for learners and tutors, on issues related to funding, setting goals, recording progress and achievement in literacy, numeracy and ESOL, is available to download at
www.dfes.gov.uk/readwriteplus/LearningInfrastructureDelivery

Further information will also be available with the new Diagnostic Assessment Project. With the new tools such as the Diagnostic Assessment Materials, practitioners will be able to take full advantage of ICT to assess skills levels and record and store evidence of progress. With ICT as a medium, learners can take part in this process; being able to see instant feedback from assessments and taking part in the record-keeping process, for example by using headers and footers with dates and names on all work and by learning how to file correctly.

Differentiation and customised learning with ICT

Most adult learning is carried out with the learner at the centre of provision and should take into account learners' individual aims, learning styles and skills levels. In the community context, groups of learners can vary widely in their skills and abilities and so techniques that allow for differentiation are required. Using ICT appropriately enables the tutor to set up different tasks for learners according to their individual needs.

Examples and ideas that take into account differentiation and learning styles for using ICT in groups include:

■ Start with some group work and introduce all learners to a particular set of skills or tasks at the beginning of the lesson and then differentiate by setting more or less demanding tasks and extension tasks as appropriate.

■ Some learners may be asked to apply bold formatting to all the adjectives in a short piece of text, while others may be asked to deal with a longer piece. To extend this, use Word's Thesaurus to choose replacement words, thus extending their vocabulary.

■ A session on planning writing might be differentiated from an ICT skills perspective by some learners producing a straight list, some applying bullet points and others using a table structure.

■ Where learners are being asked to locate specific information on a web page saved offline or from a CD-ROM using skimming and scanning skills, higher-level learners may then be asked to produce a set of similar questions for another member of the group.

■ Open tasks such as 'Produce a poster advertising a jumble sale' allow stronger learners to produce a higher-level result in terms of literacy or ICT or both.

■ A learner may be asked to cascade learning to a neighbour, or to talk to the group about something they found on a CD-ROM, rather than write about it.

■ Some learners may choose to follow workbooks, worksheets or use help cards independently while the tutor leads others through their task orally.

■ Use context wherever possible. Reading and writing activities should be geared to the learners' interests and knowledge.

■ The size of student groups can fluctuate, especially in outreach work. Deal with this by getting returning learners to help teach new ones the basics of getting the computer turned on and showing them basic mouse and keyboard functions and then starting a new topic that everyone can learn something new from.

■ Having a theme or topic for a five-week course can be defined in ICT terms, e.g. five sessions about email or five sessions about formatting text using a word processor. This works well for learners who need a lot of reinforcement to pick up basic ICT skills and words as they can often practise more or less the same skill in different contexts for five weeks, while others can be stretched by being introduced to different aspects of that area of ICT.

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■ *An existing group in a community centre had completed an introductory ICT course and members were interested in producing a newsletter. Only one learner expressed an interest in improving literacy skills. The motivation of the others was the community focus and building ICT skills. The scheme of work from an ICT point of view was essentially developed at the first session – who would contribute what and what ICT skills would that involve? The literacy content was embedded as they progressed through the course and learners felt more comfortable with saying, "Well actually, I've never really been good at …….would you be able to give me some pointers?"*

■ *In a short course in sheltered accommodation, where learners were aged between 74 and 93, tutors spent several weeks just familiarising them with mouse, keyboard and screen using Paint, interactive exercises in Word and a little basic word processing. For the final weeks, they wrote about each other using a template, and then inserted photos taken with a digital camera to create a booklet about the group.*

■ *In a five-week email course with literacy skills incorporated into it, one individual simply practised checking her email, reading the message she had received and replying to it every session, whereas others who quickly became confident with this explored the address book and formatting options.*

■ *A general theme rather than an area of ICT is chosen, e.g. five sessions about food or five sessions about travel. This allows for a variety of ICT skills to be incorporated, e.g. searching the web for information, word processing a recipe, or for more of a project approach, and possibly suits situations where learners have already gained a certain amount of confidence and competence with ICT and need to focus more explicitly on general language and literacy development.*

Both approaches put the explicit focus on something of interest to the learner, letting the teachers build in basic skills work more or less surreptitiously, depending on the sessions and the learners. For example, in some sessions, basic skills work may only arise incidentally, when mistakes are made and discussed. In other sessions, there may be some explicit focus on basic skills presented as part of learning about ICT. For example, punctuation might be discussed with the whole group in a session about email. The differences in email punctuation give it an interesting focus and make it more acceptable to bring up the boring old routine of 'full stop, capital letter'!

Community skills group at St Luke's Hospital, Middlesborough Adult Education Service

A basic skills tutor worked alongside occupational therapists with five learners from a long-stay rehabilitation ward of a psychiatric hospital. Working on a variety of personal and basic skills development, laptops and other ICTs were used to deliver and develop an innovative class aimed at progress towards independent living.

The initial reasons for using a laptop with this group were:
■ *To enable confidence in writing, because all mistakes can be changed! Also, some learners were self-conscious about putting pen to paper because medication or anxiety made their handwriting wobbly*
■ *To provide an opportunity for learners to acquire/refresh keyboard and ICT skills*
■ *To provide learners with an opportunity to access up-to-date technology and terminology and be part of 'The Information Age'*
■ *The ability to facilitate differentiated learning through ICT.*

A digital camera was provided so that the pictures taken could be a stimulus for both memory and writing. In practice, the camera proved a great attraction and a route into use of the laptop. Each week, there were 'Ooohs' and 'Aaahs' as they gathered round the computer, and cries of "That's a good one," and "I'll have a print of that." One lady who never touched the laptop and refused to have her picture taken at first, progressed to allowing the back of her head to be taken, then her best profile and finally to announcing that we must take her picture and produce a birthday card on the computer for her daughter. She didn't want to use the technology herself, but she now knew what it could do.

There were many outcomes of particular importance for this group that arose from using this technology and which would apply to other marginalised groups. Overall, there was a positive impact on self-esteem arising from acquiring new skills that have real currency in the world, and being able to present their ideas, and therefore themselves, in a professional-looking way. During the course, some of the things learners produced were: a file of recommended places to visit, including photos and comments on cost and quality of tea (!), a large wall display about the group's activities, film reviews, restaurant reviews and a leaflet to promote the group to other people in the ward, entitled "Wake up! Today's the Day."

Other outcomes included:
■ *New confidence in their own ability to learn: After 18 months, the group moved from the art room to the computer suite, which represented a real change of emphasis in course content and purpose.*
■ *Learning skills: Four learners achieved certificates from the OCR National Skills Profile, Information Technology Skills Modules 3 and 5.*
■ *An outlet for creativity and self-expression: one very articulate learner would, at first, always scribble down his thoughts and feelings and then find that he had been very repetitive or that he couldn't understand what he had written. Once he overcame his anxiety about using the laptop, he began to be able to develop proofreading and editing skills.*

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■ *Links with personnel from the Adult Education Service: this course was followed by the tutor visiting the learners in their new homes several times, with the laptop, to keep up their skills during the period of adjustment. One learner now accesses a basic skills class in a town centre venue and contact has been maintained with the other learners.*

Teacher training for adult literacy, numeracy and ESOL

Jenny Barrett, Tower Hamlets College

All new teachers working in further education are now expected to work towards qualifications that meet the FENTO Teaching and Learning Standards. In addition, teachers of adult literacy, numeracy and ESOL are expected to gain specialist qualifications in teaching these subjects. There is no mandatory requirement for practitioners outside colleges to gain one of the new qualifications. However, it would be good practice for colleagues delivering basic skills in community-based or work-based establishments to gain one of the new qualifications. Using qualified staff will improve opportunities to attract external funding.

Both full-time and part-time training routes are available. All qualifications for training as a professional teacher are at Level 4 on the national qualifications framework. Qualifications for adult basic skills volunteers and learning support assistants are being developed at Levels 2 and 3. Higher qualifications for existing qualified and experienced teachers are also on offer through Masters programmes.

Those wishing to teach full-time as specialist teachers of literacy, numeracy or ESOL will need to gain qualifications that meet both the full FENTO Teaching and Learning Standards and the Level 4 specifications for Adult Literacy, ESOL and Numeracy.

Part-time qualifications are offered in three stages. Stage 1 courses lead to introductory qualifications that enable participants to gain initial teaching skills and the potential to progress to Stage 2 courses. Some employment opportunities may be open to those with Stage 1 qualifications. Many more job opportunities are open to those who progress to Stage 2 and beyond.

All qualifications are currently in a phase of transition in relation to the new Level 3 and 4 subject-specific certificates and the teaching and learning standards. For more information on the teacher-training framework, visit the adult literacy, numeracy and ESOL section of the FENTO web site. For details of the FENTO endorsed qualifications, visit the staff development section of the FENTO web site: **www.fento.org**

ICT and teacher training

The new Information and Learning Technology (ILT) Standards were published by FENTO in 2002. Many initial teacher-training courses now include ILT in line with the FENTO ILT Standards. The FENTO ILT Standards are also available from the FENTO web site.

ICT and staff development

The National Learning Network (NLN) is a national partnership programme designed to increase the uptake of ILT across post-16 education in England. The initiative began in 1999. To date, the Government's investment in the NLN totals £156 million over a five-year period. Established initially for the benefit of Further Education and 6th Form Colleges, the programme of work is now being rolled out to the wider post-16 education sector.

The key partners in NLN include LSC, JISC, FERL, LSDA, NILTA and Becta (see Appendix A - Glossary for more information). A range of training to support tutors in using ICT is available through this network. Below is a guide to enable you to find out what is available in your organisation, area or on the Internet.

Within your organisation:

Do you have an ILT Champion?

ILT Champions encourage and mentor staff to use technology in the management and delivery of the curriculum and encourage good ILT practices and strategies within the post-16 sector. Their exact role varies from organisation to organisation.

Do you have access to the FERL Practitioner Programme?

The FERL Practitioner Programme has been created to equip individuals involved in the teaching and learning process in colleges with the skills essential for harnessing the potential of ILT. It is designed for delivery within colleges, facilitated by college staff, using materials designed by the FERL team at Becta. The materials could be adapted for use by other sectors. A leaflet on the FERL Practitioner Programme can be downloaded from: **http://ferl.becta.org.uk/display.cfm?resID=5075.**

Do outreach tutors receive details of the organisation's ICT staff development?

Many organisations have been addressing tutor ICT skills by providing internal staff development. Part-time and outreach tutors can sometimes find it difficult to receive details of this training. It is good practice to ensure that these tutors are included in all ICT staff development.

In your area:

Are you in touch with your JISC Regional Support Council?

The JISC supports organisations embedding ICT in their courses through local support networks. To find information on your Regional Support Council, visit this web site: **http://www.jisc.ac.uk/index.cfm?name=rsclocation**. They provide advice for ICT Support Teams, run focus groups for curriculum areas and organise and support staff development.

Are you aware of your local Learning and Skills Council (LSC) ICT or Basic Skills Strategy and support in place for organisations in your area?

Some local LSCs are funding professional development centres to support ESOL and basic skills teachers and many provide support for teachers wishing to embed ICT. Contact your local LSC Basic Skills Co-ordinator for more information on facilities in your area.

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Do you know about LSDA staff development events?

The LSDA supports a range of staff development events across the country, with some having a specific focus on basic skills and ESOL. Information is available on their web site. There is also the option to register for email alerts:

http://www.ccm.ac.uk/ltech/default.asp

You can find your LSDA Local Co-ordinator at:

http://www.ccm.ac.uk/ltech/regions/default.asp

Could you make use of the National Learning Network (NLN) materials and accompanying training?

The National Learning Network has produced materials to support the use of ICT in the classroom. Some of these could be used in the basic skills/ESOL classroom where the laptops have high-speed Internet access. NLN's ILT subject mentors support organisations using the National Learning Network materials, including basic skills and ESOL. Information on your local subject mentor is available from:

http://www.nln.ac.uk/Materials/tutors/subject_mentors.asp

Details of staff development events are available at **http://www.nln.ac.uk/events.asp** and **http://www.scotfeict.ac.uk/events/index.shtm** (for Scotland).

At present (Autumn 2003), the NLN materials are only available to FE and 6th form colleges in England. Plans are in the pipeline to make them available to the Adult and Community Learning community. More details can be found at: **http://www.aclearn.net**

On the Internet:

Have you looked at the Computers for Teachers support materials?

Materials commissioned by LSDA to support this government initiative are available online at **http://www.ccm.ac.uk/ltech/cfet/materials/default.asp.** They provide many guides on using different software in the classroom.

Accreditation and qualifications

Post-16 basic skills qualifications accredited through the Qualifications and Curriculum Authority (QCA) provide the only literacy and numeracy qualifications recognised by the Learning and Skills Council. Non-externally accredited courses can still receive achievement funding from the LSC provided that they are mapped to the national standards and achievement and progress-related evidence is kept.

OCR National Skills Profile

National Skills Profile has been designed to encourage progression both through its own structure and also into the QCA Key Skills units and/or NVQs and GNVQs. There are six essential skills areas and 13 vocational areas. Communication, Information Technology and Number skills are included within the essential skills. The structure has been designed to be flexible to meet the needs of individual students. Each essential skills area is available at three grades, broadly in line with the three levels of Entry Level. Centres are able to follow examples suggested by OCR or develop their own assessment materials for specific contexts.

Many organisations find National Skills Profile a useful progression route, providing recognition of attainment and creating a bridge into mainstream qualifications. However, it is not on the list of QCA-approved qualifications and therefore will not be funded by the LSC as a qualification. Organisations using National Skills Profile have used its framework and claimed funding by linking ILPs to literacy or numeracy outcomes.

An up-to-date list of adult literacy, numeracy and IT qualifications accredited by QCA and therefore attracting LSC funding can be found at:
www.dfes.gov.uk/section96 for 16-18 year olds
www.dfes.gov.uk/section97 for 19+.

ICT qualifications accredited by QCA at Entry Level for LSC Funding

AQA	Certificate in ICT
Edexcel Foundation	Certificate in ICT
OCR	Certificate in ICT
OCR	Certificate in Using ICT (Basic Skills)

Examples of embedding basic skills outcomes in ICT courses

Example: OCR – Basic Skills awards
Using Information and Communications Technology – Basic Skills (01554)
Alison Trimble, Basic Skills ILT Consultant

Introduction
The OCR Basic Skills Awards cover literacy, numeracy and information technology. The ICT module lends itself to a wide range of basic skills learning outcomes. Its flexibility means that you can tailor the evidence to meet the agreed learning goals and needs of individual learners. Therefore, if a group of students are working towards the ICT module, they may also be able to produce evidence towards the literacy or to lesser extent numeracy modules. Alternatively, learners working towards the literacy and numeracy modules may also be able to achieve the ICT module.

The example below outlines opportunities to practise or provide evidence of some literacy and numeracy skills at Entry 3. It is important to remember that learners will need more than just opportunities to practise skills if they are to acquire new skills.

For those working without Internet access, many of the underpinning skills can be taught using web pages saved offline and emulation software, with perhaps one or two sessions held in an Internet café or college site. However, when saving offline, permission needs to be obtained from the web author.

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Assessment objective 1:	Learning outcomes
Demonstrate knowledge of the uses of information and communication technology	Candidates develop knowledge of where and how ICT is used. Candidates are able to explain advantages and disadvantages of using ICT.

Subject content	
ICT equipment	Computer, printer, scanner, digital camera, photocopier, fax, modem, television, video, ATM, CD-ROM
ICT terms	Computer hardware, computer software, printer, scanner, digital camera, photocopier, fax, television, video, modem, ATM, CD-ROM, Internet, email
ICT uses	Computer hardware, computer software, printer, scanner, digital camera, photocopier, fax, television, video, modem, ATM, CD-ROM, Internet, email
ICT users	Education, training, industry, leisure
Locations	Work, schools, colleges, training centres, libraries, home, entertainment centres

Evidence requirements

In order to achieve this assessment objective, candidates must select four items of technology equipment. For each item, candidates must:
(a) Describe its purpose and give one reason for its use.
(b) Identify two advantages and one disadvantage of using it.

Type of evidence

Text, matching exercises, spoken (witnessed or recorded). Tutor to sign all printouts/notes and confirm achievement on Assessment Record Folder.

Basic skills task	C.C. ref.	Description
Listen to a tutor describing the uses of equipment; complete a gap-fill exercise based on the information.	SLlr/E3.2	Listen for detail in explanations, instructions and narratives in different contexts
Complete an on-screen crossword of ICT terms (using their definitions as clues). Home task to list ways in which they have encountered ICT being used during the week; create a bulleted list of these items.	Ww/E3.1	Spell correctly common words and relevant key words for work and special interest
Feed back to the group the information they have collected.	SLc/E3.3	Express clearly statements of fact and give short explanations, accounts and descriptions
Ask questions about items of hardware in order to complete a drag-and-drop exercise to match pictures to labels, or words to their definitions.	SLc/E3.4	Make requests and ask questions to obtain information in familiar and unfamiliar contexts
Take part in a discussion about the various ways and places learners have encountered ICT being used during the week. Use an interactive whiteboard as a group to complete a table identifying types of use and location, and the inputs and outputs where appropriate (e.g. electronic scales in the supermarket: input = weight, output = price label). Resulting table to be printed off for portfolios, with witness statements re contributions made by individuals. Take part in a discussion about the advantages and disadvantages of using a range of ICT equipment. Use this information to complete a cut-and-paste exercise sorting statements into the correct columns of a table.	SLd/E3.1 SLd/E3.2 SLd/E3.3	Follow and understand the main points of discussion on different topics Make contributions to discussions that are relevant to the subject Respect the turn-taking rights of others during discussions
Read a piece of text about uses of information technology and use this information to complete a multiple-choice exercise using drop-down form fields.	RT/E3.7 Rt/E3.8 Rw/E3.1	Scan texts to locate information Obtain specific information through detailed reading Recognise and understand relevant specialist key words
Use own notes to complete a final multiple-choice quiz incorporating all terms from the Subject content section.	RT/E3.7	Scan texts to locate information

Assessment objective 2: Display information using information and communication technology	Learning outcomes Candidates develop an appreciation of the way ICT can be used to display and communicate information effectively. Candidates develop skill and knowledge in using images and text software.

Subject content	
Image/text display software	Drawing, desktop publishing, presentation, word processing
ICT terms	Slides, Clipart, import, resize, crop, rotate, centre, align, bold, fonts, font size, italics, borders, lines, fill, shapes
ICT uses	Computer hardware, computer software, printer, scanner, digital camera, photocopier, fax, television, video, modem, ATM, CD-ROM, Internet, email
Display features	Resize, crop, rotate, centre, align, bold, fonts, font size, italics, borders, lines

Evidence requirements

Candidates must produce two compositions which combine text and images. For each composition, they must: Open software package(s); use at least two images; use between 10 and 40 words and/or numbers; use at least three display features; print the work; describe the layout and explain the choice of images.

Text should generally be accurately spelled and punctuated. Help may be given in drafting and/or using spell-checker. Candidates must explain why they selected the layout and images and how they enhance communication.

Basic skills task	C.C. ref.	Description
In Word or Publisher, produce a poster advertising a forthcoming event; include the name of the event, date, time, location, information about tickets. Use spell-checker to identify errors. Enhance with the use of images and display features as specified under Subject content.	Wt/E3.1 Wt/E3.4	Plan and draft writing Proofread and correct writing for grammar and spelling
Plan and produce a short Powerpoint presentation with one point per slide and incorporating relevant photos from a digital camera. This could be on any topic of interest to the learner.	Wt/E3.2 Ws/E3.1 Ws/E3.2 Ws/E3.3	Organise writing in short paragraphs Write in complete sentences Use correct basic grammar, e.g. appropriate verb tense, subject-verb agreement Use punctuation correctly, e.g. capital letters, full stops, question marks, exclamation marks
Use Paint or Microsoft Word to create an information sheet requiring images and labels, for example an information sheet giving health and safety advice (using images copied from the Internet); instructions on how to fillet fish (using scanned images from a recipe book); a worksheet for children to match shapes to their names (using shapes from the drawing toolbar).	WW/E3.1	Spell correctly common words and relevant key words for work and special interest
Describe to the group the choice of layout and images and how they enhance communication. (This could also be a written task, meeting criteria Ws/E3.1-3)	SLc/E3.1 SLc/E3.3	Speak clearly to be heard and understood using appropriate clarity, speed and phrasing Express clearly statements of fact and give short explanations, accounts and descriptions
During preparation of presentation, ask for help in an appropriate way. Follow the instructions given to complete the task.	SLc/E3.4 SLlr/E3.2	Make requests and ask questions to obtain information in familiar and unfamiliar contexts Listen for detail in explanations, instructions and narratives in different contexts

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Basic skills task	C.C. ref.	Description
Open a form template stored on disk. Ask questions of another learner to obtain personal information and complete the form. (Name, address, place of birth, children, pets, hobbies, etc). Insert digital photograph. Apply appropriate formatting to text; add and format a WordArt heading. Answer questions from another learner completing the same task.	SLc/E3.4 SLlr/E3.2 Rw/E3.2 SLr/E3.6	Make requests and ask questions to obtain information in familiar and unfamiliar contexts Listen for detail in explanations, instructions and narratives in different contexts Read and understand words and phrases commonly used on forms Respond to a range of questions about familiar topics
Use text boxes to create a drag-and-drop exercise for another learner, sorting words into alphabetical order. Add appropriate images such as a Clipart character with a speech bubble (call out) giving instructions. Complete the exercise and produce an answer sheet.	Rw/E3.4	Use first and second place letters to find and sequence words in alphabetical order
Use own notes to complete a final multiple-choice quiz incorporating all terms from the Subject content section.	RT/E3.7	Scan texts to locate information

Assessment objective 3: Use a range of information data-handling systems	Learning outcomes Candidates develop skill and confidence in using information systems for data handling

Subject content	
Information sources	Simple databases, simple spreadsheets, Internet, CD-ROM, Teletext, Ceefax
ICT terms	Search, database, search engines, world wide web, addresses, mouse, menu, URLs, sort
Types of data	Text, numerical, image, audio, static, dynamic

Evidence requirements

Candidates must find four pieces of specified information using at least three different information sources; at least one must consist of static data (e.g. from a CD-ROM) and one of dynamic data (e.g. Teletext or the Internet). Information searched for should be straightforward: e.g. weather, sports results, start time for TV programmes, simple numerical information. Tutors should ensure original search criteria have been met. Candidates must state information source for each search and say how they found the required information – printouts, worksheets, verbal feedback with witness statement.

Basic skills task	C.C. ref.	Description
Enter a simple set of information in a spreadsheet. (This step could be omitted, and a pre-prepared file used.) Complete a worksheet asking for the values for specific items and also for maximum and minimum values. Sort the worksheets by these various fields to demonstrate how much easier the task is.	HD1/E3.1	Extract numerical information from lists, tables, diagrams and simple charts
Create a query on a simple database.	HD1/E3.1	Extract numerical information from lists, tables, diagrams and simple charts
Explore a familiar or special interest web site to answer a set of questions. In an outreach situation, this could be a static web page saved offline. (Navigation to the web site could be via a hyperlink from a Word document or email.)	Rt/E3.5 Rt/E3.6 Rt/E3.7 Rt/E3.8 Ws/E3.1 Ws/E3.2 Ws/E3.3	Understand and use organisational features to locate information, e.g. contents, index Skim read title, headings and illustrations to decide if material is of interest Scan texts to locate information Obtain specific information through detailed reading Write in complete sentences Use correct basic grammar, e.g. appropriate verb tense, subject-verb agreement Use punctuation correctly, e.g. capital letters, full stops, question marks, exclamation marks

Basic skills task	C.C. ref.	Description
Visit the site **www.streetmap.co.uk** and use navigational features including clickable map to locate local amenities and services. Complete a table comparing two different areas.	HD1/E3.1 Rt/E3.5	Extract numerical information from lists, tables, diagrams and simple charts Understand and use organisational features to locate information, e.g. contents, index, menus
Visit **www.thetrainline.com** to find train times for a given time and destination.	HD1/E3.1	Extract numerical information from lists, tables, diagrams and simple charts
Use a CD-ROM to find specific information.	Rt/E3.5	Understand and use organisational features to locate information, e.g. contents, index, menus
Use Ceefax or Teletext to find times of TV programmes.	HD1/E3.1	Extract numerical information from lists, tables, diagrams and simple charts
Provide verbal or written explanation of how the information was found	SLc/E3.1-3 Wt/WS	Variable according to method used
Use own notes to complete a final multiple-choice quiz incorporating all terms from the Subject content section.	RT/E3.7	Scan texts to locate information

Assessment objective 4: Communicate information using information and communication technology	Learning outcomes Candidates develop skill and confidence in using ICT to communicate information

Subject content	
Communication systems	email, fax
ICT terms	Connect, input, edit, send, save, print, address, fax number
Types of data	Text, numerical, image, audio, static, dynamic

Evidence requirements

Candidates must produce two text documents for emailing or faxing. For each document, they must: Prepare between 10 and 40 words of text to send; send the work (in case of email, text should be in body of email, not as an attachment); print the work. Identify two advantages of using ICT to communicate.

Basic skills task	C.C. ref.	Description
Create a browser-based email account (using Lycos, Yahoo, Hotmail etc).	Rw/E3.2	Read and understand words and phrases commonly used on forms
Follow verbal instruction and demonstration in order to send and receive short emails.	SLlr/E3.2	Listen for detail in explanations, instructions and narratives in different contexts
Follow verbal instruction and demonstration in order to fax a Word document.	SLlr/E3.2	Listen for detail in explanations, instructions and narratives in different contexts
Complete tick-list of true and false statements on using ICT to communicate information. Add two things to say to someone on why email is better than other ways.	Rw/E3.1	Recognise and understand relevant specialist key words

Basic skills task	C.C. ref.	Description
On paper, prepare a short note or letter, simple instructions, request for information (between 10 and 40 words). Enter this in an email and send to another learner. Prepare another piece of text in a Word document. Copy and paste into a second email and send. (For an extension activity, this document could also be sent as an attachment.)	Wt/E3.2 Ws/E3.1 Ws/E3.2 Ws/E3.3 WW/E3.1	Organise writing in short paragraphs Write in complete sentences Use correct basic grammar, e.g. appropriate verb tense, subject-verb agreement Use punctuation correctly, e.g. capital letters, full stops, question marks, exclamation marks Spell correctly common words and relevant key words for work and special interest
Use own notes to complete a final multiple-choice quiz incorporating all terms from the Subject content section.	RT/E3.7	Scan texts to locate information

Assessment objective 5: Use information and communication technology to produce graphic displays from numeric data.	Learning outcomes Candidates develop skill and confidence in using ICT software to present statistical information.

Subject content	
Graph/chart software	Spreadsheet, graphical representation of data, database
ICT terms	Cells, rows, columns, bar, pie, line, comparative, labels, legend/key, axis, segments, heading

Evidence requirements

Candidates must produce three different types of graph/chart (e.g. pie, bar, line, comparative) using three separate data sets. For each they must:

Open a graph-charting package (Excel); graph/chart the data sets; include a heading; distinguish the data items using a legend/key or by labelling the axes; print the charts.

Each data set should include at least 4 to 6 items, e.g. viewing figures for five different soap operas (only one column of figures needed). Spelling and punctuation should be generally accurate but help may be given with using spell-checker/drafting text for graphs.

Basic skills task	C.C. ref.	Description
Use real data (collected by learners or sourced from newspapers, Teletext, Internet) to produce a range of different charts in Microsoft Excel.	HD1/E3.4	Organise and represent information in different ways so that it makes sense to others
Use own notes to complete a final multiple-choice quiz incorporating all terms from the Subject content section.	RT/E3.7	Scan texts to locate information

Literacy and Language with ICT:
Excerpt from Achievement Record

Jo Dixon-Trifonov, Southampton City College

Please note that this is a trial record and is undergoing constant review and development. If practitioners are doing anything similar and would like to share ideas, please contact the author via the web site **www.jengit.co.uk.**

Learning outcomes	Criteria for assessment	Element in Literacy curriculum	Element in ESOL curriculum	Evidence type
1 Follow instructions to work on the computer				
Do what someone says	Demonstrate that you can follow single-step spoken instructions such as 'Print your work', 'Please shut down now' to do a basic task	SLlr/E1.3	Lr/E1.3a	Tutor report/ statement with examples
Ask them to say it again if you don't understand	Use simple phrases with clear pronunciation and appropriate intonation, e.g. 'Can you say that again please' or similar	SLlr/E1.3	Lr/E1.3	Tutor report/ statement with examples
Follow the words on the paper when someone reads out short written instructions	Follow the rhythm and point to the words; recognise a number of words which appear often	Rt/E1.1	Rt/E1.1a	Example of instructions read with tutor's notes
2 Get help when you have a problem using the computer				
Ask for help	Use a few simple appropriate questions/phrases with clear pronunciation and appropriate intonation, e.g. 'How can I …?' or 'Please show me again' or similar in a variety of situations	SLc/E1.2	Sc/E1.2a	Tutor report/ statement with examples
Say when you don't understand something	Use simple phrases with clear pronunciation and appropriate intonation, e.g. 'I don't understand' or similar	-	Sc/E1.3d	Tutor report/ statement with examples
Say what the problem is	Know a few phrases to clearly state what's wrong in simple terms, e.g. 'The mouse/ keyboard/ monitor isn't working', 'I can't save / I can't print'	SLc/E1.2	Sc/E1.2a	Tutor report/ statement with examples
3 Enter letters, numbers and full stops into the computer				
Recognise small letters and capital letters on the keyboard, screen and on paper	Be able to copy text accurately, e.g. distinguishing capital L and small l ; be able to enter small letter and capital letters	Rw/E1.3	Rw/E1.3a	Worksheets, printout of student work
Find and enter the full stop symbol into the computer	Write in simple sentences using full stops	Ww/E1.2 Ws/E1.3 -	Ww/E1.2a Ws/E1.3a Ws/E1.2a	Worksheets, printout example of student's work
Recognise numbers on the keyboard, screen and on paper	Be able to copy numbers accurately, e.g. to enter log in number or today's date without confusing letter O with number 0		Rw/E1.3b	Printout example of student's work
4 Know some computer words				
Understand and pronounce a few computer words (about 10 basic words e.g. print, click, save…)	Know the most common computer words as appropriate to computer skills being practised	SLlr/E1.2 SLc/E1.1	Lr/E1.2e Sc/E1.1b	Word list with tutor comments
Recognise common words and symbols on the computer (about 10 words and/or symbols)	Recognise the most common words and icons on the screens of the applications you use	Rw/E1.1	Rw/E1.1a	Word list and/or vocabulary worksheets

These learning outcomes may be accredited without written evidence if tutor is convinced that student already meets criteria. If these skills are learnt and practised during the course, some evidence should be provided.

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Practical issues when using laptops

Health and safety

Health and safety is always a key issue in any workplace. As you are setting up a new learning environment every time you take the laptops out, it is important to bear the factors below in mind and see how best you can adapt them to keep yourself and your learners safe. This is not intended to be an all-inclusive list nor used to replace governmental or organisational health and safety protocols. More information from the Health and Safety Executive can be found at **www.hse.gov.uk**

Consider these issues:

■ **Check that the venue meets the required health and safety requirements as well as having the resources necessary for the classes, e.g. provision of leads, access to power, phone line.**

■ **Make sure health and safety guidelines are posted at the venues with picture sheets as well as text.**

■ **Lifting and handling of equipment:**
• Carry equipment in storage boxes, without overloading them.
• Some organisations have invested in wheeled bags or trolleys that can safely store several laptops in them.
• Make sure that you can park near to the venue.
• You need to consider the implications if a learner were to fall and sustain an injury whilst helping to carry equipment, especially up and down stairs.

■ **Creating a safe area to work on laptops:**
• Ideally, chairs should be adjustable and have some form of backrest.
• To avoid strain, the user should be distant from the screen and seated so their lower arms are horizontal with the keyboard.
• Make sure users move the screen to optimum positions.

■ **Avoiding stress, strain and damage:**
• To reduce eyestrain, make sure users look away from the screen at regular intervals.
• Where possible, reduce glare; the portability of laptops means that you should be able to position them away from strong light.
• Similarly, ensure that users do not get repetitive strain injuries by encouraging them to take breaks and do some other form of activity for some time.
• Headphones and volumes should be set at a safe level.

■ **Safe equipment and power sources:**
• If power cables are used, make sure that they are not lying around and that there are adequate power supplies to plug in to.
• Make sure plugs and cables are not damaged.

■ **Ventilation:**
• Where possible, ensure ventilation to reduce the heat given off by equipment (for

both users' and equipment's sake).
• Turn off equipment when not in use to keep down heat and save power.

■ **Fire safety:**
  • Check that gangways are appropriate for users with disabilities.
  • Check that there is a fire extinguisher in the area you are working in, and that it is suitable for electrical fires.
  • Position users so that in case of a fire or emergency they have a gangway to exit.

■ **Incorporate health and safety into your lessons as a matter of course.**

Computer health and safety

Jo Dixon-Trifonov, Southampton City College

1. Copy the text and fill in the gaps with words for parts of the body.

It is a good idea to take a break away from the computer during your lesson. Using computers for a long time without a break is bad for your health.

When you look at the screen, you do not blink as much as you normally do. Your _____ can become dry and tired.

When you sit at the computer for a long time, your _____ may get stiff. Get up and walk around to stretch them.

Sit up straight and use a chair that supports your _____.

Using a mouse and keyboard can make your _____ hurt. Stretch them every now and then.

2. Can you think of any more good tips for computer health and safety? Try to write two more sentences of your own.

3. You can practise reading and spelling more words for parts of the body on the Internet on one of these web sites:

http://doug-j.org/body1/body1-intro.html
http://doug-j.org/body2/intro.html
http://www.geocities.com/tereza_neves/human_body.htm

2

Security

The security of transporting and storing expensive equipment is crucial. From working out the logistics of simultaneously carrying equipment, records and materials from organisation to car and back again, to potential threats against staff and equipment, security issues need to be carefully thought through.

Consider the following:

■ **Insurance:**
  • Make sure that you are covered when laptops are locked away, used at venues and when in transit.
  • Insurers are also very rigid about equipment not being left unattended, even in a locked car.
  • Some institutions require staff to ensure that their vehicles are covered for business use; there may be an incremental cost to consider.
  • Outreach tutors may be tempted to keep equipment at home overnight; you may need to check that this would not invalidate your own home insurance.

■ **Security when not in use:**
  • Have secure and alarmed units to store equipment in when not in use.
  • Security marking or tagging the laptops is good practice.

■ **Security when in use:**
  • Use mobile locks to attach equipment to tables or fixed furniture.
  • Do not display equipment in windows etc during transportation.
  • Ensure that there are adequate numbers of staff and volunteers while computers are in use, and that staff co-ordinate moves with each other whilst computers are in use.
  • Use of mobile phones to contact other staff/police can be an added security measure.

Wireless Outreach Network

The DfES provided funding for a new initiative that has provided networks of wireless laptop computers for use in increasing access to learning. This is known as the Wireless Outreach Network (WON) and July 2002 saw the start of this new initiative.

As part of the Wireless Outreach Network, Making IT Accessible (MITA) is being developed. This is a virtual conference and networking area for participants to use. MITA is being developed to establish ways of networking and collaborating with colleagues, asking questions and sharing information and best practice. Further information about WON, MITA and evaluations of WON can be found at **http://www.niace.org.uk**

The Pathfinder project evaluating the use of wireless laptops in the community can be found at **www.talent.ac.uk**

2

Technical issues

Ideally, a support technician should be available for support and advice, and for diagnosis, maintenance and repairs of any problems. Some of the following will be of use to outreach workers in the field, who will not have immediate access to technical support. They should:

■ know how and under what circumstances to shut down/restart laptops manually
■ know how to change and add paper, shake (!) and replace the ink cartridge and change the fuse in the printer
■ know how to install CDs
■ know how to use the accessibility options and make the screen icons larger
■ know how to use the control panel, e.g. to change the way the appearance and action of the cursor, taking account of your organisation's policy on access to settings
■ know how to remove the laptop battery
■ make sure they and their learners know how to insert and remove the mouse correctly or consider whether a touchpad will do the job
■ be aware that if you have decided to network laptops to share a single telephone line using a product such as Ishare, response may be slow and this can be a barrier to learners in terms of frustration and risks not making the link between cause and effect
■ know that auditory learners may be hampered by sound from other learners' laptops, and consider using headphones with integral microphones.

Section3

Resources for the delivery, teaching and learning of basic skills using ICT

This section is based on the structure and outcomes of the NIACE/BSA training around using laptops in the community and the clear need for more support and guidance for using laptops to teach basic skills, particularly in the development and use of resources. It is organised in three parts:

■ Using existing resources

■ Creating your own resources

■ Materials created by contributing tutors.

Ready-made resources are looked at with some practical ideas for their uses, along with resources not designed for basic skills and some 'tutor-produced' resources for practitioners to consider. Interactive resources have been described to some extent within this handbook, but are best viewed by using the accompanying CD-ROM. There is also a skills checklist, giving advice on using features of Microsoft Office to create both paper-based and screen-based learning resources.

Using existing resources

Some examples of basic skills specialist software

Title	Description	How to order
Basic Skills Online	A teacher training programme for basic skills tutors who want to use ICT to deliver basic skills programmes. Contains eleven 2-3 hour modules on essential areas of basic skills teaching such as assessment and planning. Links to the Internet and offers a conference facility for tutors to share practical ideas.	Contact Cambridge Training and Development Ltd on 01223 470480 or Fax 01223 470841 or via **www.ctad.co.uk**
Confident Consumer Pack	Multimedia resource with aim of giving young adults the skills, knowledge and confidence to be discerning consumers.	Contact the BSA order-line on 0870 600 2400 or email **basicskills @twoten.press.net**
Jobsearch Reading Disc	Based on The New Reading Disc, this CD-ROM helps jobseekers with the reading, writing, speaking and listening skills they need to get a job.	Contact the BSA order-line on 0870 600 2400 or email **basicskills @twoten.press.net**
Money-go-round	New CD-ROM, developed by the Basic Skills Agency, that can be used by anyone who would like to improve their skills in managing their money. It aims to help students to be more confident when they are budgeting, planning their savings and spending, sorting out money problems, and seeking financial advice.	Contact the BSA order-line on 0870 600 2400 or email **basicskills @twoten.press.net**
Numbers Disc	Contains customisable materials based on current good practice in teaching adult numeracy. Divided into three main sections that look at working with numbers, talking about numbers and playing with numbers	Contact the BSA order-line on 0870 600 2400 or email **basicskills @twoten.press.net**

Title	Description	How to order
Numbershark	A program to help anyone improve their basic numeracy. It addresses many of the difficulties which lead students to dislike maths, including poor short-term memory, attention span and sequencing skills. The program features 30 totally different games covering addition, subtraction, multiplication and division in ways which add meaning and understanding to these operations.	Contact White Space on 020 8748 5927
RM Talking First Word 4.11	Designed for primary schools, this package can be adapted for adult learners. A curriculum writing package that combines pictures and sound with a flexible range of word processing tools. Features an in-built tool to allow you to further customise levels and change settings to suit your teaching or your pupils' needs. Allows you to add your own pictures to RM Topic Bank, the in-built collection of curriculum-relevant words and pictures.	http://www.rm.com/Primary/Products/Product.asp?cref=PD1100
Starspell 2.2	Starspell 2.2 is a computer program to help learn spelling. It uses the Look-Say-Cover-Write-Check approach. It has a progressive approach to English spelling, and many lists of key words for subject areas. Every word is spoken, and has an accompanying sentence. Adding your own lists is easy. Specially designed games and worksheets reinforce learning.	Contact Fisher Marriott on 01394 387050 or email sales@ fishermarriott.com
Target Skills- Initial Assessment Entry Level Literacy Entry Level Numeracy Level 1 Literacy Level 2 Literacy Entry 1 Literacy Resource Bank Entry1 Numeracy Resource Bank	Series of CD-ROMs/web resources that provides computer-based initial assessment against the new national standards for literacy and numeracy. Also provides explanation, practice and tests for a range of literacy and numeracy skills. Can also be used online, where you can gain access to further material, enhance learner management and planning features and communicate with other tutors and learners.	Contact Cambridge Training and Development Ltd on 01223 470480 or Fax 01223 470841 or via www.ctad.co.uk
textHELP! – Read and Write 6	Text-to-speech software with word prediction which has choices for the way the words are ordered, spell-checking based on phonic errors, a thesaurus with dictionary definitions and homophone checking with meanings. It works with most Windows programs using a floating menu bar which contains all the buttons for the various facilities, including a speaking calculator and logging function to see spelling improvements. The voices, speed of speech and tones can be altered and all versions include the L&H RealSpeak voice which is felt to be much clearer and easier to listen to when working with large passages of text. Changing background colours, font colours and size of text is also easy.	Contact textHELP! on 0800 328 7910 or via web site www.texthelp.com
TUC Communication Disc	Multimedia resource that provides language and literacy training, using workplace issues to provide a stimulating and involving context.	Contact the BSA order-line on 0870 600 2400 or email basicskills @twoten.press.net
TUC Numbers Disc	Flexible CD-ROM that is designed to improve very specific numeracy skills as well as a firm foundation in working with numbers. Covers areas such as wages, measurements, health and safety, handling money and timesheets.	Contact the BSA order-line on 0870 600 2400 or email basicskills@ twoten.press.net
Web-enabled Slideshow builder	This is a powerful but easy-to-use tool which allows you to put together pictures, sound and text very simply, and then play back your presentation on a multimedia computer. This product can be used by teachers to create stimulating introductions to topics, by instructors to demonstrate techniques, and by learners to create 'electronic essays' or evidence towards competence-based qualifications. It allows you to create an audio-visual presentation very simply. You can put one image in each slide and a limited amount of text and audio. Because functions are limited, the interface is much simpler and easier to learn to use.	Contact Cambridge Training and Development Ltd on 01223 470480 or Fax 01223 470841 or via www.ctad.co.uk

Title	Description	How to order
Words in Action	Version of The New Reading Disc. Provides instruction and help in developing a full range of communication skills.	Contact the BSA order-line on 0870 600 2400 or email **basicskills@ twoten.press.net**
Wordshark	Combines the excitement of computer games with the serious task of learning to read and spell. It offers 36 different games which use sound graphics and text to teach and reinforce word recognition and spelling. The program includes phonics, homophones, spelling rules, common letter patterns, visual and auditory patterns, prefixes, suffixes, roots, word division, high frequency words, use of words in context, alphabet and dictionary skills and more.	Contact White Space on 020 8748 5927
Worksheet Generator Upgrade	Designed to help teachers and trainers to create and develop worksheets to support basic skills training.	Contact the BSA order-line on 0870 600 2400 or email **basicskills@ twoten.press.net**

Using CD-ROM and Internet resources not designed for basic skills learners

This is really where the digital divide is most in need of bridging – access to everyday information on special interests, hobbies, booking holidays, shopping etc. Often, the focus here is on creating materials that make these resources accessible to the learner, using a step-by-step approach with screen shots, leading to a specific task to find information. Later in the handbook and accompanying CD-ROM, we will show you how to do this using Microsoft Office.

An excellent range of thematically arranged specialist subjects can be found on **http://www.ictcentre.org.uk/curiosit/Fun4Fun/** as part of CuriosIT; ICT activities developed for UKonline centres.

There may be materials encountered on the Internet or on non-specialist CD-ROMS that are unsuitable for some users. Precautions should be taken where necessary. For online tutor evaluations of materials, see **http://www.basic-skills.info/**

Before purchasing any of the wealth of available software, or using web sites with learners, it may be useful to work through the following evaluation exercise with sample software as a staff activity. Also, let learners evaluate a range of resources themselves as part of courses. A sample checklist is provided to show how this might be done.

Evaluation of CD-ROMs and web sites
Alison Trimble, Basic Skills and ILT Consultant

Material evaluated: _____

These are points you might like to think about when deciding whether materials are appropriate for a practitioner, individual or group of learners, taking into account age profile, culture and linguistic difficulties etc.

1. Did you find it easy to use (to access and navigate)? If not, why not?
2. Are there easily understandable instructions/on-screen help?
3. Who would the activity suit (literacy level, ICT literacy level, other considerations)?
4. What learning outcomes might be met?
5. Is the material appropriate for adults in terms of content and tone?
6. If not, are there circumstances in which you might use it?
7. Is it interactive, i.e. is the learner only able to passively view the material or can they give input and/or receive a response, such as feedback?
8. Is there any online support?
9. Is feedback provided, and is such feedback helpful/appropriate?
10. Is the language accessible to the learner?
11. Consider the layout (screen or paper) – is it busy/confusing/easy on the eye? Does it use a clear font? Are images used effectively, confusingly or not at all?
12. Will the learner know whether they have succeeded and what they have achieved at the end of the task?
13. Can you easily print, copy and save to disk for evidence?
14. Is the learning clearly divided into manageable 'chunks'?
15. Would you adapt it in some way?
16. Will the material be interesting for the learner?
17. Will the learner enjoy the activity?
18. Does the resource require better connections or higher specification equipment than you have available or plug-ins for which you do not have a budget?
19. Are different skill levels addressed?
20. Does the material avoid stereotyping and discriminatory language, e.g. use of he/she, chairman etc?
21. Is the material written with British English and spelling and currency-related numeracy? If not, does this matter? What regions/nationalities do the voiceovers represent? Is this an important feature for you to consider?
22. Is the web site Bobby-approved?
    (http://bobby.watchfire.com/bobby/html/en/index.jsp)
23. Does the online material require a subscription?

Any other comments:

What makes a good web site?
(adapted from Step up to the Web by *Elizabeth Caush, St. Vincent College/BSSU*)

A five-point checklist for learners

1. **Audience and purpose:** Who and what is the web site for? Is it clearly stated or obvious?
2. **Management:** When was the web site last updated? Is the information current?
3. **Ease of use:** A good site should be well designed so that it is easy to use. An index is helpful and makes it easier to use. Check to see if the site has one.
4. **Content:** How useful is the content? Is it what you expected/wanted? Is it well written? How useful/interesting are the pictures?
5. **Links:** How relevant are the links to other pages? Do they lead to other useful information?

Good web site checklist

Web site address	Audience and Purpose	Management	Ease of use	Content	Links
www.bbc.co.uk					

Online resources

The Internet may not be accessible in outreach contexts. Many tutors still use it in creative ways such as saving static web pages offline. However, tutors need to be aware that permission should be obtained from the web authors before saving offline.

The following is by no means a complete or authoritative list of online resources available, but gives you a few ideas of where to start.

For BSA recommended web resources:
The GOOD Web Site Guide, by Martin Good
http://www.basic-skills.co.uk

Games, quizzes and resources for learners and tutors:
http://www.bbc.co.uk/skillswise

Create a newsletter with a group of learners:
a resource from the CuriosIT site set up to support UKonline centres can be found at
http://www.ictcentre.org.uk/curiosit/index.htm

Create a simple web page and publish learners' work and creative writing:
www.webspawner.com

Create an online community to support literacy outcomes:
http://communities.msn.com
www.smartgroups.com

Create online quizzes and interactive resources:
www.quia.com
www.hotpot.com

Create email accounts:
designed for schools but particularly useful for large groups, monitoring emails and finding other groups to email
www.epals.com

Search engines:
www.google.com
www.kartoo.com
http://www.yahooligans.com
http://cybersleuth-kids.com

Local and regional resources:

Maggie Harnew, Abingdon and Whitney College
http://members.aol.com/skillsworkshop/index.htm

Jo Dixon-Trifonov, Southampton City College
http://www.jengit.co.uk

Cheshire and Warrington Basic Skills Network
http://www.basic-skills.info/

Hampshire Basic Skills Support Unit
http://www.bssu.co.uk

City College Manchester Basic Skills
http://www.citycol.com/basic_skills/learning.htm

Creating resources

Alison Trimble, Basic Skills and ILT Consultant

The following pages will give you brief guidance on some of the ICT skills that basic skills tutors (and in fact most tutors) should find useful and which can be the basis for staff development sessions. They are designed to provide interest and interactivity and are geared towards creating both paper-based and screen-based interactive learning resources. Using the accompanying CD-ROM is a necessity, especially when working through the interactive materials.

Due to space constraints, they are intended as a guide only. Basics such as **Click OK** are generally taken as read.

Screen shots and menu options refer to Microsoft Office 2000. Earlier versions may in some cases offer more restricted functionality; menu options and dialogue boxes may also differ.

Animating text

Special effects such as flashing lights can be applied to any piece of text. See the accompanying CD-ROM for an example.

Why?
- In screen tasks, use to draw learners' attention to important information or warnings.

How?
- Highlight the text.
- Select **Format, Font, Text Effects**.
- Choose an animation effect using the **Preview** pane; click **OK**.

Autocorrect – changing the settings

Why?
- Depending on the settings being used, neither you nor your learners may be aware of all the spelling errors they make, as many spelling errors are automatically corrected; capitalisation errors may also be corrected – not ideal if using capitals correctly is the object of the exercise.

How?
- **Tools, Autocorrect**.
- Look at all the options under **Autocorrect** and **Autoformat as you type**.

3

Bullets

1) Numbers, letters or symbols

Why?

■ So that you can easily refer back to an item in a list of instructions.

■ To help learners produce and reorganise a plan for a piece of writing.

How?

Either:

■ Type your list.

■ Highlight all the items.

■ Then click the numbering or bullets button on your toolbar.

Or:

■ Select **Format, Bullets and Numbering** - Click on a bullet; click **OK**.

Or:

■ Click on a bullet. Click **Customise** to choose any symbol you like from any font.

You can also choose the bullet before you start typing. Press **Enter** after the last item on your list then press the **Backspace** key twice to stop bulleting and return your cursor to the margin.

2) Picture bullets

Why?

■ To add interest to resources by making the bullet point relevant to the topic. You can use Clipart images or any image saved on your computer, including digital photos!

How?

■ It's best to choose your bullet before you start typing your list.

Select **Format, Bullets and Numbering**.

Click on **Picture**.

Click **Import clips**.

Browse to locate any picture you have anywhere on your computer or network.

Click **Import, OK**.

Shrink the image to an appropriate size.

Type your first item.

Press **Enter** and continue as usual.

Changing background colour

Example:

Why?
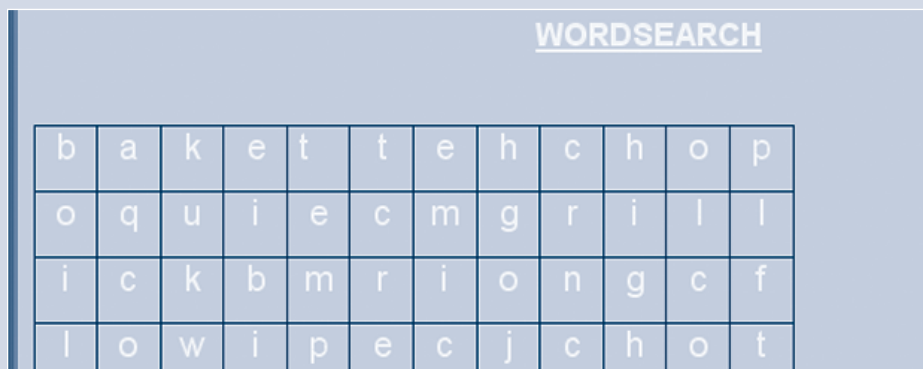
■ To assist learners with a range of visual impairments or those with dyslexia.
■ To make screen resources look more professional and interesting.

How?

■ Select **Format, Background** and choose a colour.

This automatically changes your view to **Web Layout** – as the colour will not be seen in **Print Layout** view.

Changing background colour using drawing objects

Example:
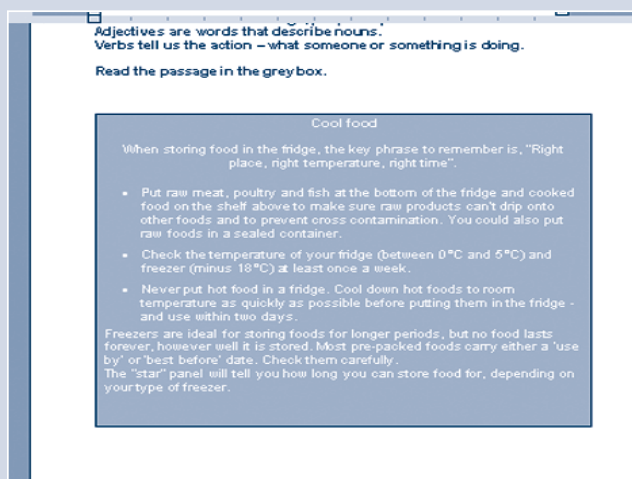
Why?

■ If you wish to use **Print Layout** view; for example, if you have used images, tables, columns etc, your layout may be distorted in **Web Layout** view.

How?

■ If the Drawing toolbar is not visible, select **View, Toolbars, Drawing.**
■ Click on the **Rectangle** and draw a shape to cover all or part of your text, which will then be hidden behind the drawing object.
■ Fill the rectangle with a colour of your choice using the **Fill colour** button on the drawing toolbar.
■ To send the rectangle **behind** your text, **right-click** on its edge.
■ Select **Order, Send behind text**.

3

Character-spacing

Example:

S o m e t i m e s   t e x t   i s   e a s i e r   t o   r e a d   a n d   a n a l y s e   i f   t h e   c h a r a c t e r s   a r e   s p r e a d   o u t .

Why?

- May be easier to read for some learners as they can follow the characters with a finger.
- Easier for showing syllabic division and possibly for creating flash cards.
- Easier than pressing **Space Bar** after every letter to achieve a spaced effect.

How?

- Select **Format, Font, Character** spacing.
- Change the **Spacing** to **Expanded**.
- Select a number of **Points** from the **By** box (try 3).

Comments

See also *Footnotes*, which may be more useful in some cases.

Example:
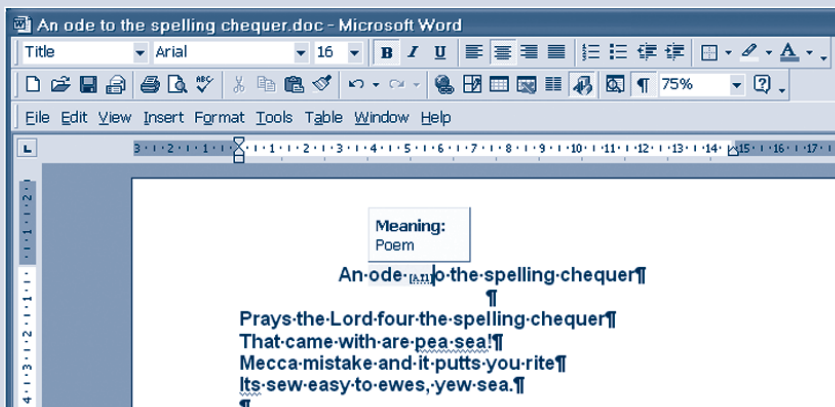
Why?

A comment is text which appears only when the pointer hovers over a certain word or phrase. Comments can be used to:

- provide an on-screen glossary or explanation of a task
- enable a tutor to give feedback to a learner on changes they need to make
- enable a learner to comment to a tutor on a piece of text.

How?

- Position your cursor where you want the yellow highlighting to be.
- **Insert, Comment.**
- Type your comment.
- Click **Close**.
- The word above your comment is the **User information** for your machine. It can be changed to anything you like, such as **Meaning, Hint**, **My opinion**. To do this, click **Tools, Options, User information** and type in your choice of text. Note that this text will only appear in **Comments** you insert after the change, not those you have already created.

Copy button images

Example:

Why?

■ Inserted images of toolbar buttons in worksheets and screen tasks can be used to remind learners where to click.

How?

■ Select **Tools, Customise**.
■ Ignore the window which opens.
■ **Right-click** on the button you want to have in your document.
■ Select **Copy Button Image** from the drop-down menu.
■ Close the **Customise** window.
■ Position your cursor in your document and click the **Paste** icon.
■ This image can be formatted in the same way as Clipart.

Not all buttons can be copied in this way. You may need to take a screen shot and crop it back. **Hint**: you can achieve a more accurate result with the cropping tool by holding down the **Alt** key as you crop.

Copying and pasting from the Internet and CD-ROMs

Why?

■ To create step-by-step instructions for your learner (see also Screen Shots), for example a worksheet showing the image they have to click on.
■ To create exercises based on text that they or you have looked at on the multimedia resource.

How?

To copy an image:
■ Usually, **right-click** the image.
■ Choose **Copy** from the drop-down menu and **left-click**.
■ The image is now on your clipboard ready to be pasted into Word.
■ If that doesn't work, you may have to use a screen shot and crop it back.

To copy text:
■ Highlight the text to be copied – click and drag even though you have no I-beam.
■ Choose **Edit, Copy** from the toolbar or **Ctrl+C** on your keyboard.
■ The text is now on your clipboard ready to be pasted into Word.

If the web page has been laid out in tables (you can't always see them on screen), you may find that the text pasted into Word is in table format. The simplest solution is usually to cut the text out of the table, paste it into a different area of the Word document and delete the empty table.

Digital cameras
Example:

Here, the learner needs to rearrange the photos as a sequencing task, but it could equally have well have been an exercise to drag captions on to photos.

Other possibilities include:
■ matching photos to descriptions
■ oral work describing what is happening
■ photos of everyday events in their children's lives (for family learning)
■ photos of objects in the classroom with their measurements (for numeracy)
■ or even start your own collection of grocers' apostrophes' for display on your group's own web site!

The possibilities are endless!

Why?
■ To make materials relevant to learners' lives, interests and other study areas.

How?
■ Methods will vary but, basically, some cameras use storage which can be inserted directly into the computer on a special floppy disk or other storage device; in others you have to connect the camera to the laptop to download the images. You need to consider how much memory you will need and whether you will need the software installed on every machine or will only use it on one laptop.

■ At some point, you will also need to consider whether your budget will stretch to cover photographic paper and heavier use of coloured ink – fading colours may be acceptable for Clipart and borders but can ruin the effect of a photo.

■ Lastly, if you are going to identify a specific project for learners to work on, you will need to consider whether learners are to be allowed to borrow the equipment. Anecdotal evidence suggests that the associated risks of loss and damage may be worth running because of the benefits in terms of learning and motivation.

Advanced users - video clips
■ Many digital cameras will also take short video clips, which can be used in similar ways for both written and oral work; they can be added to a web page or linked into a PowerPoint presentation.

■ You can also embed videos in a Word document as you can with still photos, but you will need to ensure that the media player travels with the document, and be aware of file size constraints if you are planning to store work on floppy disks.

■ Once you start creating multimedia resources, you really need to be storing work for learners on CD unless your laptops are networked with access to additional storage on a server.

Drawing toolbar - create drag-and-drop exercises
Examples:
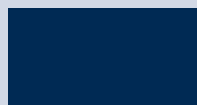
Rectangle

- Match shapes to their label - use shapes of varying difficulty (triangle, hexagon, cube) and decide whether to support the learner by using colour (the same colour text as the colour of the shape, or using the colour word in the description).
- Sequencing activities – days of the week, months of the year, alphabetical order, decimals or fractions in order of size etc.
- Dragging words into gaps for cloze exercises.
- Matching descriptive adjectives to pictures of people or places.
- Matching paragraph headings to their content.
- Matching speech bubbles to what people might be saying:

I have a shaggy mane and roar a lot.

I eat hay and like to give people rides.
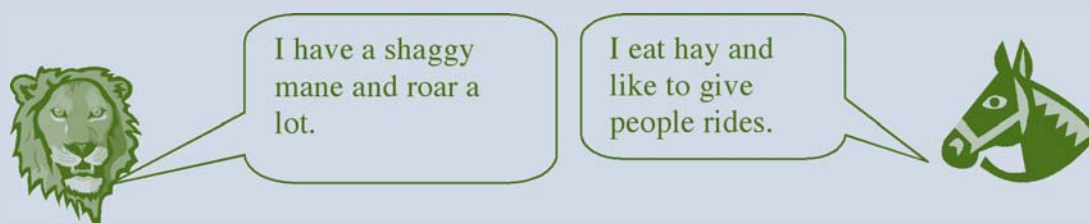
Why?
- May be more acceptable to some learners because computer-based.
- They are learning ICT skills at the same time.
- Good for learners' self-esteem (professional-looking activities created just for them).
- Different solutions can be tried out (using the process of elimination).
- Final product (evidence) is attractive and neat.

How?
- **View, Toolbars, Drawing** if the drawing toolbar is not displayed.
- Experiment with using rectangles, circles, lines and arrows and changing line and fill colour.
- Click on **Autoshapes** to see an even wider range of shapes including callouts (speech bubbles).
- Use the **text box** button to create your labels, but you can add a label to any autoshape – **right-click** on the edge of the shape and choose **Add text**. If instead you see a menu which says **Move here/Copy here** you may have moved your mouse while you clicked, so try again.

If your learners have difficulty in dragging text boxes without accidentally editing the contents, try this method:

- Create your text box as usual in Word, and format the text size and font.
- **Right-click** on the edge of the text box and select **Cut** from the menu.
- Position your cursor and select **Edit, Paste Special**.
- Choose **Picture** from the menu.
- Change the wrapping to **In front of text** – click the dog on the picture toolbar.

(Our thanks to Marilyn Finch of the London JISC for this tip.)

Font colour changes

Why?
- To assist learners with a range of visual impairments or those with dyslexia.
- To draw attention to instructions or sections.

How?
- To change font colour, highlight text and choose a colour using the down arrow next to the **Font colour** button.

Footnotes

Example:
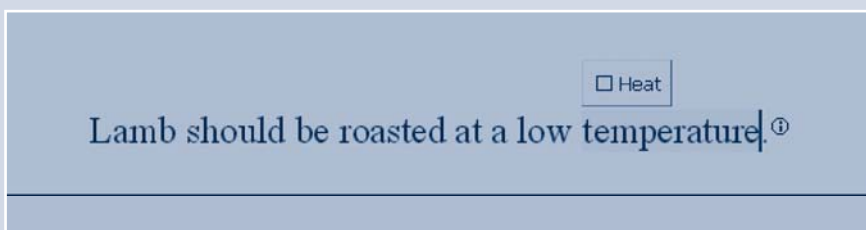
Why?
- Inserting a footnote allows you to offer the learner a hint, glossary or comment which is visible when they hover over a particular word. One possible disadvantage compared to using a **Comment** is that you may also need to highlight the word for the learner (with **Comments**, this is done automatically), and hide the footnotes themselves at the bottom of the document or page.

How?
- Position the cursor where you want the tip to appear.
- **Insert, Footnote.**
- Choose **Endnote** (so that in a long document all the footnotes will appear together at the end rather than at the bottom of the page).
- Click **Custom Mark** and choose a symbol to be used instead of footnote numbers – this could be any symbol from any font.
- Click **OK**, type your hint or comment and simply move back to where you were in the document.
- If you wish, select the words you have added footnotes to and highlight them using the coloured highlighter pen.
- Move to the end of your document **(Ctrl+End)**; select all the endnotes and change the font colour to white, or whatever background colour you have used, to hide them.

Format painter

Why?
- To help you create worksheets more easily by copying formatting.
- For learners, a quick way to apply specified formatting to certain words or phrases (for example, apply bold formatting to all of the adjectives; or to put into italics anything they think is opinion rather than fact).

How?

- Apply the formatting you want to one *w o r d* or phrase.
- While it's still highlighted (or double-click to select it again), double-click the format painter.
- You then have a brush with which you can select any other word or piece of text to copy all the formatting. (If you single-click, you lose the brush after one use.)

Formatting Clipart

Why?

- So that you can position and format graphics exactly how you want them! (For the snowman, the **Behind text** option has been used)

How?

To change the way text wraps around a Clipart picture:

- Click on the picture
- Click the dog on the picture toolbar to change the wrapping options.

Accessibility hint for Clipart and other images:

If you select **Format, Picture** and choose the **Web** tab, you can add alternative text **(Alt tags)** – a brief description of the picture that can be read by a screen reader.

Forms – create multiple-choice screen tasks

Examples:

Mary had a little lamb, its fleece was white as [choose] ⬆
- [choose]
- coal
- snow
- grass

In this passage, the hero is feeling [   ] ⬆
- puzzled
- shocked
- unhappy

Why?

- To create multiple-choice exercises at word, sentence and text level – for assessment, development, practice and preparation for national tests, including numeracy. You could also use forms to provide multiple-choice labels for a photo – use a table to position text and images on the page – you will not be able to use form fields in a text box.

How?

- Open the **Forms** toolbar (**View, Toolbars, Forms**)

▼ Forms

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- To create one of these drop-down menus, click the **drop-down form field** icon (third from left).
- Add your choices one at a time using the **Drop-down item** field. You may like to use a row of blanks or the word **'choose'** as your first item – otherwise, the first item on your list will appear as the default.
- When you have finished creating the exercise, lock the form using the padlock.

With the form locked, your learner can only choose from the menus, and will be unable to edit the text. If you want them to type in their name, you will need to include a **text form field** (click the first icon on the toolbar). You can include today's date by using **Insert Date and Time** in your master copy – ensure the **Update automatically** box is ticked.

It is generally best to save the form as a **template**.

Advanced users

The drop-down field and the text form field are probably the most useful Forms tools for basic skills, but the others are worth experimenting with.
If you try to use the check box, you cannot get a tick in it, only a cross. If you need a tick, you will need to use **Activex controls** (**View, Toolbars, Control Toolbox**), which are beyond the scope of this handbook.

Hidden text

Why?
■   To hide answers, encouraging independent learning.
How?
■   Highlight the text you want to hide.
■   Select **Format, Font, Hidden**.
■   To reveal the text, the learner will need to click the **Show/Hide** button.

This button is also useful for:
■   Proofreading (shows extra spaces between words).
■   Rearranging layout (shows where there are blank lines, tabs etc).

It can also be used to copy formatting, but see also the **Format Painter**.

Hot Potatoes – create your own quizzes

Hot Potatoes is a well-known suite of programs for creating a range of quizzes, including crosswords, gap fills and multiple-choice exercises. You can download the software from **http://web.uvic.ca/hrd/halfbaked**

It is free to use, provided that any quizzes you make are made available on a public server. Otherwise, a licence fee is payable. This condition can be satisfied by loading your quizzes to the FERL-Becta web site at **http://www.ferl.becta.org.uk**

Hyperlinks
Example:
Click <u>here</u> to see the answers.

Why?
Hyperlinks are used to navigate around and between web sites. They enable us to visit other pages. We can also use them to:
- Promote independent learning by enabling a learner to access easily another document stored on floppy disk or a network, for example an answer sheet, the next task sheet, a larger image, a more detailed explanation, some text we have been trying to predict from an image, or a web page stored offline, such as for an exercise to extract information from text.
- Introduce an element of choice, by providing hyperlinks to a range of documents and exercises on various topics and different levels.
- Make the web more accessible to learners by giving them a link in a Word document or email so that they do not have to type long and complicated URLs in the web browser.
- Make it easier to navigate large documents by hyperlinking to specific locations using **Bookmarks**.

How?
- Highlight the text.
- Click **Insert, Hyperlink**.
- Browse for the file **or** type its name if it is in the same folder as the open document **or** type in the full URL of the web page **or** browse the web for it if you are online and don't know the address.
- Click **OK**.
- To create a bookmark to which you can hyperlink, highlight a word and select **Insert, Bookmark**.

Take care if moving hyperlinked offline documents – it is generally best to keep them in the same folder to avoid broken links.

Internet - Create a web page

Why?
- Being able to post their creative writing on the web is very motivating for learners. You may like to set up a home page for your group, linking to individual pages created by learners.

How?
There are several options:
- If your own institution has a web site, you may be able to negotiate an area to be set up for learners' work.
  Disadvantage – you may have to go via a third party to load work.
- Use external web sites that host creative writing, including sites for budding or experienced writers at various levels, and those aimed specifically at basic skills learners such as BBC Skillswise **(http://www.bbc.co.uk/skillswise)**.
  Disadvantages:
  • if they accept all submissions (i.e. are not moderated), some of the content may be inappropriate, whilst sites which are selective may reject work not up to a certain literary standard.

3.

• The site may suddenly disappear due to lack of funding, or start charging a fee.
• Free sites may be funded by advertising. This may result in intrusive banners, sometimes in dubious taste.

Try free web hosting. There are many sites which will host your web page at no cost. One of the easiest to use is **www.webspawner.com**. This lets you create a simple web page very easily and is a great vehicle for collaborative story-writing. Unfortunately, the basic (free) option does not allow you to use colour or images, but the advertising is less of a problem than with some other hosts. Another example is **http://uk.geocities. yahoo.com**, where you can choose from a range of templates to create a page. You can also load a web page that you have created in Microsoft FrontPage if you are feeling ambitious. Many institutions prefer other packages such as Dreamweaver for web design, but learners may prefer the familiar look of FrontPage.

Advanced users

You may wish to start creating your learning resources as web pages. This will give you much more scope for interactivity, including feedback.

Internet – create your own email accounts

Why?

■ Motivation – learners may recognise that email may be an excellent way of communicating with family and friends who would not respond to letters or phone calls; they may also see the potential for using email to communicate with businesses such as holiday letting companies.

■ Literacy development: email can be used to exchange opinions and information with other learners, including via link-ups other institutions.

■ Creating a browser-based email account requires on-line forms to be completed; this may be done in the context of other work on filling in forms for work, leisure and welfare purposes.

■ In practical terms, creating a browser-based account may be the only option available to you for email in outreach situations where there is not the possibility of creating accounts on your institution's network. It also means that the learners will be able use their accounts at other locations such as libraries and Internet cafés.

How?

■ Free browser-based e-mail accounts are available from a large number of websites. Examples can be found at:
    http://uk.yahoo.com
    www.lycos.co.uk
    www.mail.com
    www.hotmail.com

Internet – efficient web searches

Why?

■ Internet searches using search engines such as Lycos, Google etc are not normally an appropriate activity for a learner below Level 2 because of the volume of results and the need for high level scanning, skimming and evaluative skills. Normally, it is

preferable for the tutor to search for appropriate material and either email the link to the learner or store it in a Word document.

■ Efficient searching in a basic skills context may mean:
• using search engines aimed at children, because the results are displayed in a more user-friendly way and the content of pages found is often at a more suitable literacy level
• learning to use Boolean logic, the 'grammar' that enables us to refine searches.

How?
Use search engines aimed at children:

■ **http://www.yahooligans.com/**
■ **http://cybersleuth-kids.com/**
■ **http://www.factmonster.com/**
■ **www.beritsbest.com/**
■ **http://www.kidslink.co.uk/**
■ **http://www.ajkids.com/**

Use Boolean logic:

Search engine pages usually carry an explanation of this logic; it includes using the words And or NOT in between terms to ensure that key search terms are present or absent from pages, and putting phrases in quote marks. Some search engines offer an **Advanced** search to achieve the same result with less effort from the user.

Keyboard shortcuts

Any options obtainable through menus can also be selected via the keyboard. There are also keyboard shortcuts for many options normally selected from dialogue boxes or buttons.

Why?
■ Accessibility – these short cuts may be easier than using menus with the mouse for some learners.
■ Speed and convenience – to avoid using the mouse whilst entering text.

How?
Alt key shortcuts for menu items
■ If you look at any drop-down menu, one character is underlined. You can obtain this menu item by holding down the **Alt** key and pressing the appropriate letter.

   For example: **Alt+i = Insert.**

■ You can also hold down the **Alt** key and press a number of letters in sequence to reach options in the sub-menus.
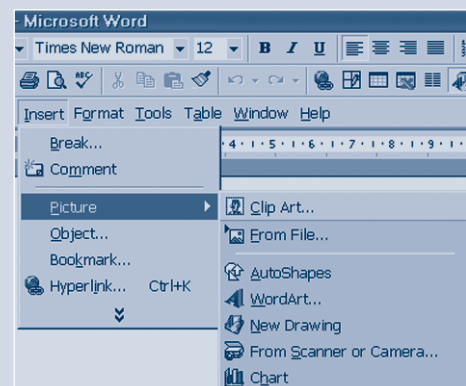
For example: **Alt+i then p then c = Insert, Picture, Clipart** (see illustration above).

3.

How?
Direct shortcuts for menu items

■ For some commonly used functions from the **File** and **Edit** menus, the menu shows a direct shortcut. For example, **Edit**, **Paste** could be achieved by **Alt+e then p**, but next to the menu option there is a direct shortcut shown, **Ctrl+V**, which saves you one keystroke and may be easier to recall.

■ You can see a full list from the Microsoft Word **Help** menu – click the **Index** tab and type 'keyboard shortcuts' in the **keywords** box.

These are some useful examples:

Ctrl+b	Bold
Ctrl+u	Underline
Ctrl+i	Italics
Ctrl+c	Copy
Ctrl+v	Paste
Ctrl+x	Cut
Ctrl+2	Double line-spacing
Ctrl+1	Single line-spacing
Ctrl+q	Remove paragraph formatting (select text first)
Ctrl+spacebar	Remove character formatting (select text first)
Ctrl+s	Save
Ctrl+z	Undo

Useful **Function** keys:

F4	Repeat the last action
F7	Spell-checker
Shift+F7	Thesaurus
Shift+F3	Change case of selected text

Line-spacing
Example:

It is generally easier to proofread your work if it is displayed

in double line-spacing.

Remember to restore single line-spacing before printing the final version.

Why?

■ May be easier for some learners to follow lines.

■ Tutor and/or learner can easily indicate changes during proofreading.

■ Better than using the **Enter** key to insert extra lines as inserting or deleting text would then give undesired results.

How?

■ Highlight the required text.

■ Hold down the **Control** key (**Ctrl**) while pressing the **2** key (for double line-spacing).

■ **Ctrl+1** restores text to single line-spacing.

■ Line-spacing can be precisely customised using **Format, Paragraph**.

Macros

Advanced users

Macros are a way of recording the keystrokes you use to perform a particular task, so that the sequence can be recreated by pressing just two keys on the keyboard.

Why?

■ To provide yourself with a shortcut for tasks you repeat often.

■ To perform ICT tasks for learners when you/they are interested in the end result rather than the ICT skills needed to create it. For example:

• a macro in Excel to create a bar chart from a given set of data, so that the learner can model the data and compare the resulting charts without having to use the Chart Wizard

• a macro in Microsoft Word to convert a sentence typed in by a learner into a flashcard-sized table.

How?

■ **Tools, Macro, Record new macro**.

■ Specify a macro name and a keystroke combination.

■ Make sure you save the macro only in the current document or workbook, not the **Normal Template**.

■ Carry out the keystrokes necessary to perform the task.

■ Click **Stop recording**.

The **Macro** dialogue box is different in Excel and Word, but both are straightforward.

Microsoft Excel - Default font

You may want to change the font style and size used by Excel, for example to Arial size 16 from Times New Roman size 10.

Why?

■ A different font or size may be preferred, or required for accessibility reasons. Changing the default saves having to change the settings each time.

How?

■ **Tools, Options**.

■ Click the **General** tab.

■ Change the default style and size.

■ Click **OK**.

■ You will need to restart Excel for the change to take effect.

Microsoft Excel - Fractions, decimals and percentages

Example:

Fraction	lowest terms	decimal	percentage
4/6	2/3	0.67	67%
80/100	4/5	0.80	80%
17/25	17/25	0.68	68%
24/33	8/11	0.73	73%
16/24	2/3	0.67	67%

Why?

■ To explore the conversion of fractions to decimals, cancellation of fractions to the lowest terms, conversion to percentages, etc. and to be able to format cells appropriately.

How?
Entering fractions

■ Highlight the column in which you want to enter the fractions.
■ Select **Format, Cells.**
■ Choose the **Number tab** and select **Fraction** from the list.

Excel will automatically cancel the fraction to its lowest terms. You may want to pre-format the spreadsheet for your learner so that the first column is formatted as text and the second as 2-digit fractions. When the learner enters the same fractions in both columns, they will see the fractions reduced to their lowest terms in column B only.

How?
Converting fractions and decimals to percentages

■ Highlight the cell(s) containing the fraction or decimal and click the percentage button on the toolbar. %

■ You may want your learner to copy the values into a different column before doing this, so they can compare the two columns.

How?
Converting fractions and percentages to decimals

■ Highlight the cells containing the data.
■ **Format**, **Cells**.
■ Click the **Number** tab.
■ Choose **Number** from the list.
■ Choose the number of decimal places and click **OK**.

Microsoft Excel - Hide gridlines

Example:

Why?
■ To improve the appearance of the sheet, especially if you or your learners are using colour/images.
How?
■ **Tools, Options, View**.
■ Under **Window Options**, remove the tick next to **Gridlines**.

Microsoft Excel - Increase and decrease decimal buttons
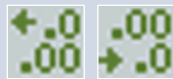
These buttons are shortcuts to increase or decrease the number of places displayed after the decimal point.
Why?
■ To explore rounding/significant figures.
How?
■ Highlight the cell(s) and click the relevant button once or more.
■ Some learners may understand the process better if they are also shown how to do this using **Format, Cells, Number**.

Microsoft Excel – Maps

Example:
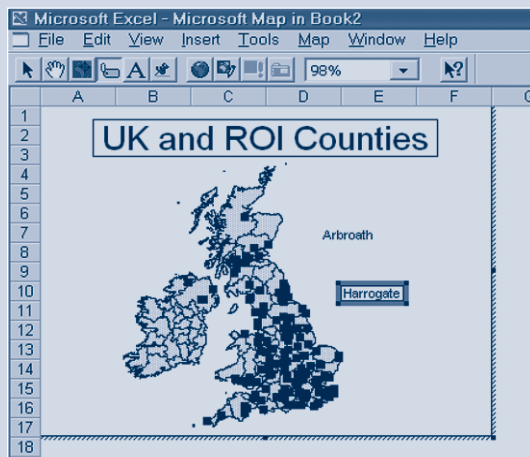
You can insert a range of maps and label them in various ways. The example here has labels for cities. Hovering over a black marker shows the city name – you can then hold down the mouse and drag the label into the white area.

Why?
■ Use illustrations and captions to locate information (Rt/E2.4).
■ Use written words or phrases to record or present information (Wt/E2.1).

How?
■ **Insert, Object, Microsoft Map**
■ Choose a region.
■ You can resize the image using the corner handles as with Clipart.

- Double-click to see the map toolbar – you can use the existing labels from the **Tools** menu on the **Map** toolbar and/or add your own labels using the **Add text** button.

A

- Depending on which options have been installed on your machine, you may be able to access other features.
- Click in the worksheet area when you have finished.

Microsoft Excel – Rounding

Example:

Number	Rounded to 2 d.p.	Rounded to 1 d.p.	Rounded to nearest integer	Rounded to nearest 10	Rounded to nearest 100
15.23	15.23	15.20	15.00	20.00	0.00
37.431	37.43	37.40	37.00	40.00	0.00
156.871	156.87	156.90	157.00	160.00	200.00
234878.88	234878.88	234878.90	234879.00	234880.00	234900.00

Why?
- To explore rounding in various ways.

How?
- Set up the spreadsheet in advance by entering the **Round** Function (see below) in certain columns, using the fill handle to replicate the formula down columns. The learner can enter unformatted numbers into column A, then copy and paste into the other columns to explore the results or check work previously done on a worksheet.
- There are two values in the brackets; the first value is the cell reference or the actual number you want to round, the second is the number of places you want to round to.
- If this second number = 0, Excel rounds to the nearest whole number.
- If this second number >0, Excel rounds to that number of decimal places.
- If this second number <0 (i.e. it is negative), Excel rounds to that number of places to the LEFT of the decimal point.

Number	Rounded	Formula
15.25	15.00	= Round(A1,0)
15.375	15.38	= Round(A3,2)
15	15.00	= Round(A4,2)
15.25	20.00	= Round(A5,-1)
155	200.00	= Round(A6-2)
3,487,364	3000000.00	= Round(A7,-6)

Microsoft Excel – Self-checking tasks

Why?
- Whilst it is easy to insert a hyperlink into an answer sheet or even to ask learners to check their answers against a paper copy, it is pedagogically sound practice for basic

skills learners, in particular, to be able to see some instant feedback rather than discover at the end that they had misunderstood that task or method. Confident users of Excel may like to explore the potential of conditional statements and macros for providing feedback of this kind.

How?

■ It is beyond the scope of this handbook to offer instruction on these techniques, but interested tutors will find a couple of basic examples on the accompanying CD.

Microsoft Excel - Switch off automatic recalculation

Example:

Total pies sold

Type	Saturday	Sunday	Weekend total
Meat	10	13	23
Cheese and onion	15	24	39
Cornish pasties	7	0	7
Steak and mushroom	8	23	31
Overall total (Estimate)	39	60	99
Overall total	40	60	100
(Press F9 to calculate)			
Variation	1	0	1

Why?

■ So that learners can estimate what the result might be (from scratch or when the data changes).

How?

■ **Tools, Options**.
■ Click the **Calculation** tab and remove the tick next to **Automatic**.
■ Your spreadsheet can then be set up with columns for the data and the formula for the result, plus an extra row or column where the learner can enter an estimate. Actual results for comparison will be calculated when function key **F9** is pressed.

Microsoft Excel - Use the fill handle

Example:

5	3	0.1	1/4
10	6	0.2	1/2
15	9	0.3	3/4
20	12	0.4	1
25	15	0.5	1 1/4
30	18	0.6	1 1/2
35	21	0.7	1 3/4
40	24	0.8	2
45	27	0.9	2 1/4
50	30	1	2 1/2

Why?

■ To explore increments and multiples of numbers (including decimals and fractions); and to look at patterns and rules.
■ To allow learners to create and personalise their own multiplication tables (with colour, font, images).
■ To explore dates and times.

3.

How?

■ Enter the first two values in the series, either in a column or row:

5	
10	

■ Highlight the two cells.
■ Move your mouse over the black corner handle (fill handle) in the bottom right of the second cell (you should get a black cross).
■ Hold down the mouse button and drag down the column as far as you like.
■ The column will fill up in using the increment between your two cells.
■ You can also use this method to fill across the columns.
■ You can generate days of the week or a range of other data series. To do this, enter just one day or date, use the right mouse button to drag the fill handle over your chosen number of rows or columns. When you let go, you will see a menu from which you can choose how you want to fill the series.
■ You can achieve the same result using the **Edit, Fill, Series** dialogue box, but this requires the learner to complete a dialogue box AND know the end value, so the above method is generally better.

PowerPoint

Why?

■ Using PowerPoint can be an ideal way of getting a point across to visual learners. Tutors can animate text and graphics so that words, sentences, equations and illustrations are built up slowly before the eyes of the learner or group.
■ Hyperlinks can be added so that learners can progress to a task practising what they have seen. This could be a web page or tutor-produced resource.
■ Feedback can be given by hyperlinking to different slides according to which answer the learner selects.
■ Learners can use it to support them in giving a presentation. Small amounts of text are needed; images can be added and speaking and presentation skills practised.

How?

■ Depending on your learning style, you may be able to teach yourself using the screen help or one of the free online tutorials available.

Example materials are available on the CD-ROM accompanying this handbook.

Saving and using offline web pages

Why?

■ The Internet allows tutors to locate easily texts on topics of interest to individual learners (e.g. hobbies, work-related content) or those suitable for group work (e.g. news pages).
■ These sources can be used to practise skimming and scanning skills, reading for meaning, summarising and a range of other tasks. For outreach work where there is

no or limited Internet access, text can be copied and pasted into Word but it may be more interesting for learners to view the original source.

■ NB: Permission from the web author must be obtained in order to save and use offline web pages.

How?

■ In **Internet Explorer**, locate the web page you want to use.

■ On the toolbar, select **File, Save As**.

■ In the **Save as Web Page Complete** window which opens, browse to choose a location to save the page, either a floppy disk or an area of your hard disk.

■ When the save is complete, you should normally have two items saved – an Internet Explorer file and a folder which contains images and other information needed for the page to display properly.

■ Store both of these items on a floppy disk for each learner.

■ To view the page, learners can display the contents of the floppy using **My Computer**, and double-click the Internet Explorer file to open it.

Scanners

Why?

■ Similar reasons as for using **digital cameras**, but scanners enable existing photos and images to be used.

How?

■ If you can use OCR (Optical Character Recognition) software, you may be able to scan in materials for which you have no masters and convert them to editable text. However, most OCR programs do not seem to handle complicated layouts and unusual fonts very well, and in many cases it may be faster to re-type.

Screen shots/screen grabs

Example:
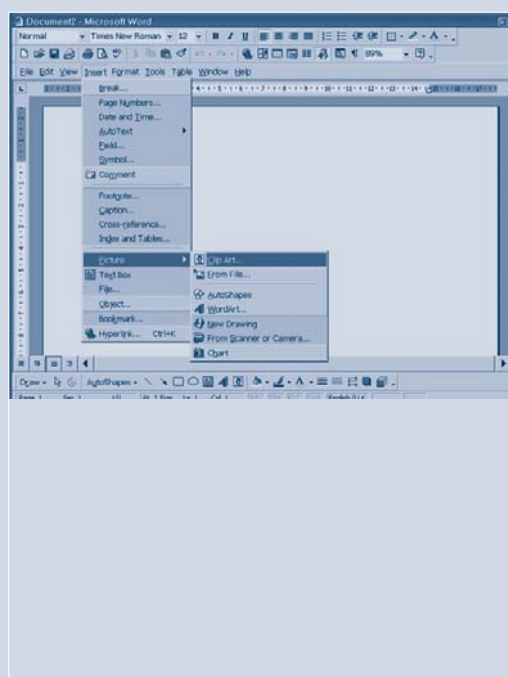
Why?

■ To promote independent learning for learners who wish to learn from worksheets, especially for ICT skills.

■ To create tasks which make CD-ROMs and Internet sites accessible by taking the learner step-by-step through a task.

How?

■ Set up the screen as you wish your learner to see it.

■ Press the **Prt Scr** key on your keyboard (on some laptops you may have to hold down the function or control key at the same time).

■ This puts an image of your screen on the clipboard, ready to be pasted into Word and formatted in the same way as any other copied or inserted image.

Selecting text for formatting

The most commonly used method for selecting text in Microsoft Word is 'click and drag'. It is useful to know some alternatives.

Why?
- **Accessibility** – keyboard options may be helpful for learners with restricted motor skills.
- **Speed** – shortcuts for selecting individual words, sentences and paragraphs can reduce editing time.
- **Ease of use** – click and drag is often not the easiest method for selecting parts of sentences or paragraphs, or for moving text in large documents.

How?
- Selecting text:

	With the mouse	With the keyboard First, use arrow keys to position cursor at beginning of text to be selected (these can also be used to extend a selection made with the mouse)
Any length of text	Click at beginning, hold down left button and drag **OR** click at the beginning, hold down shift and click at the end.	Hold down **Shift** key. Press right or left arrow to highlight a character at a time.
Whole document	Move white arrow into left margin, triple click **OR** go to **Edit** and **Select All**.	**Ctrl+Shift+End OR** from anywhere in the document, hold down **Ctrl, press A.**
Whole paragraph	Move white arrow into left margin, pointing at paragraph, double-click, **OR** triple-click anywhere in the paragraph.	**Ctrl+Shift+down arrow.**
Several paragraphs	Move white arrow into left margin, pointing at paragraph, double-click and drag up or down.	**Ctrl+Shift+down arrow** (hold down to select more paragraphs).
Whole line	Move white arrow into left margin, pointing at line, single-click.	**Shift+End.**
Several lines	As above, but hold down mouse button and drag up or down.	**Shift+down arrow.**
A sentence	Hold down **Ctrl** key and click anywhere in the sentence.	Hold down **Ctrl** key and click anywhere in the sentence.
Single word	Move I-beam into middle of word, double-click.	**Ctrl+shift+right arrow.**

Sound

You can record your own voice to read out text or instructions that the learner may need help with, for example:

Drag the correct adjectives over the picture.

You can remind the learner of how to do something without cluttering up the page with additional text, for example:

To use Word's thesaurus, click in a word, hold down the Shift key and click F7.

You can record the learner's own voice reading out something they have written for language experience work, for example:

I live in Wandsworth and I've got three kids and a scruffy dog called Noodle.

You can help with pronunciation of new words, and with intonation and stress for ESOL learners, for example:

indignant

Why?
- For ESOL students, you can also have the same word or sentence being read with different intonation or in different accents.

How?
- Click where you want the speaker icon to be.
- Select **Insert, Object, Wave Sound**.
- A tape player appears on screen.
- Click the red button to start recording and the black rectangle to stop.
- If your laptop does not have a built-in microphone, you will need to plug one in!
- To play the sound, double-click the speaker icon.
- **Warning:** Word documents with embedded sound may be huge!

Advanced users
- If you have created an interactive exercise where the learner has to click on the correct answer, e.g. using a form field or PowerPoint, you can use Sound objects to give oral feedback or play an appropriate tune.
- You may decide to create a library of frequently used Sound objects, e.g. applause, "Please click the hyperlink to move to the next task" etc, which you can insert into a document as required.

Spell-checker options

Why?
You may wish to turn **off**:
- **Check spelling as you type** – if the learner needs to proofread unaided.
- **Always suggest corrections** – if you want the learner to suggest correct spellings.
- **Ignore words in upper case** – if presentation is important, as otherwise headings may not be spell-checked.
- **Ignore words with numbers** – or the spell-checker will ignore numbers accidentally typed in the middle of words, such as **lear5ning**.
- **Check grammar as you type** – the green underlining for extra spaces can be off-putting for a beginner computer user.

You may wish to turn **on**:
- **Ignore Internet and file addresses** – so these won't show as errors.

How?
- **Tools, Options, Spelling and Grammar**.
- Review the options and choose to switch them on or off.
- And finally, learners may need to be reminded that the spell-checker does not check Wordart text.

Spell-checker shortcut

Why?
- A single click avoids use of the spell-checker dialogue box.
How?
- Right-click in the word.
- Left-click on the correct choice to replace it.

Templates

These are basic layouts for documents, including standard information. Microsoft Office includes a range, and more are available from its web site, but you can also create your own.

Why?
- For tutors, creating templates for learning materials can make it easier to adapt existing resources and achieve a consistent look.
- For learners, using templates is a good way of looking at different sorts of documents and discussing what the content and layout should be.
How?
To use an existing template
- Click **File, New**.
- Using any tab, select a document layout and click **OK**.
The document will open without a file name and must be saved as though it were a new file.
- On the Internet, use the Microsoft Office Template Gallery to search for and experiment with a range of different templates.

How?

To create a template

■ Create your skeleton document, with any headers and footers, the date if required and any regular information such as headings, course name, your name etc.

■ Click **Save**.

■ Choose a filename but not a location.

■ In the **Save as type** area, use the down arrow to change the type to **Document Template**.

■ The location will automatically change to the **Templates** folder in which the existing templates are stored.

■ Close the file.

■ To use your template, select **File, New** and locate it by clicking on the tabs.

Tracking changes

Example:

Sometimes we may want to see what changes a learner hashave been made to a text . forFor example, so we only want to check sections which have been added or changed in subsequent drafts, rather than looking at parts paragraphs we have already checked.

Why?

■ So that we can see at a glance what changes a learner has made, for example in an exercise to remove irrelevant text or to replace wrongly spelled words, or to see what changes have been made to an original draft.

How?

■ **Tools, Track changes, Highlight changes**.

■ You and/or the learner can use **Accept or Reject changes** to scroll through the changes and decide whether to keep them or not.

■ You can change the colour scheme used to highlight changes by clicking **Tools, Options, Track changes**.

Viewlets

Why?

■ These are how-to recordings of screen activity – dynamic screen shots. They can be viewed as videos or inserted in Word documents to teach ICT skills.

How?

■ Go to **http://www.rsc-east-midlands.ac.uk** and put **Viewlets** into their Search box to see some examples. Then search the web for screen cam software and find out how to create your own!

WordArt

Example:

Why?
■   To add interest or improve layout.

How?
■   When you have inserted WordArt, experiment with the WordArt toolbar.

You can:
■   Edit the text
■   Change the letter colour or outline colour
■   Change the shape of the word
■   Change the letter spacing or relative letter heights
■   Rotate the image.

Working with more than one program

Why?
■   You may want to encourage learners to copy and paste information that they find
    on the Internet or CD-ROMs into Word.
■   You may have created a screen task that requires learners to look at a web page and
    then type answers to questions in an on-screen Word document.

How?
■   Use the task bar or **Alt+tab** to move between open windows.
■   Most modern laptops also have a **'Windows key'**
    that lets you access the **Start** menu at any time.

Materials created by contributing tutors

Materials and resources developed by tutors have been produced for particular
situations and groups, and meet different funding requirements. While they are
included in this handbook and CD-ROM, they should be used as a source of inspiration
rather than replicated. Curriculum references have not been checked. Further
interactive resources can be found on the CD-ROM.

Learn to use the spell-checker
Jo Dixon-Trifonov, Southampton City College

Learning activities to form the worksheet

1. There are some mistakes in this text. Copy it as it is. We will correct the mistakes later.

Many people have a hom computer these days. If you do note have your own you can us a computer in a library. Nowadays there are also computers in many other public places. People use computers for fune and for work, to play gams or to look at web sits on the Internet.

2. The spell-checker puts a red line under some words to show they are incorrect.

Right-click on a word that the computer has underlined in red. Then left-click on the correct spelling from the list.

Do the same with all the words with a red line.

3. Now check it yourself. There are three wrong words that the spell-checker didn't find. Can you find them and correct them?

4. Discuss with a tutor or other learners: Why do you think the spell-checker found some mistakes and not others?

Notes for tutors

This activity is aimed at Entry Level 2 learners who have some basic word-processing experience but who have not used a spell-checker before. Learners working at this level may have difficulty making effective use of the spell-checker but are often eager to learn to use it as they may believe it will solve their problems with spelling. This activity aims to introduce the spell-checking function in Word and at the same time raise awareness of its limitations.

In the activity, students are asked to copy a text that has some mistakes in it. It might be a good idea to read the text to students before they start so that they know how it is supposed to read. Suggest to them that they copy the mistakes even if they know how to correct them themselves as, even if some learners don't have problems with the particular words wrongly spelled in this text, most people want to use the spell-checker at some point and this text provides a good illustration of the how it works and its limitations.

The spell-checker should highlight the words 'hom', 'fune' and 'gams'. It will not highlight the mistakes 'note' for 'not' and 'sits' for 'sites' or 'us' for 'use' because the mistakes form real words. The spell-checker can only spot spellings that do not form real words. It cannot recognise when words do not make sense in the text.

The mistakes in this text are all chosen because they illustrate a spelling/pronunciation rule that may be a problem for some learners (though the mistakes with 'not' and 'home' are probably unlikely as they are such common sight words). If they express uncertainty about the words, they could be given further targeted spelling practice.

The spell-checker may behave differently depending on which version of Word you are using and how it is set up. Your spell-checker may automatically correct common errors if **Autocorrect** is turned on. You can turn **Autocorrect** on or off from the Tools menu (**Tools**, **Autocorrect Options** and check/uncheck **Replace text as you type**). You can also edit the list of words the computer automatically corrects.

Different spell-checkers may also make different suggestions to replace incorrect spellings with. If you are writing your own text for using as a similar exercise, it is worth trying it out on the computers your learners will be using to make sure that the spell-checker behaves as you expect it to.

Using Excel to do a Survey

Jo Dixon-Trifonov, Southampton City College

Notes for tutors

This is intended as a simple and fun introduction to Excel. I used it with ESOL students working around Entry 1/Entry 2 so we discussed questions we could ask first as focused on those which practised the present simple tense ("Do you …") You could adapt to focus on another tense ("Have you ever…") or discuss open and closed questions before starting, depending on the level of your group. You could also use it with a topic focus rather than a grammar focus, perhaps as an end of term review, for example to find out how many students enjoyed the course or how many are going on to another course.

Before they attempt to use Excel, it might be useful to discuss how it works, especially if students have difficulties with tabular formats. Make sure they understand how to identify each cell.

A spreadsheet is made up of cells. Each cell has a name.

The name of this cell is B4. Follow the lines up to find the letter B and along to find the number 4.

They also need to be able to highlight cells by clicking and dragging or **Shift + cursor** keys so I would hesitate to use this activity with students who have not already got basic keyboarding/mouse skills.

The instructions for making a chart are easier to follow if you give a demonstration first, referring to each step of the instructions.

Learning activities to form the worksheet

Think of a question to ask people.

Your question should start **"Do you…?"**

Write your question here:

Question:

Ask your question to everybody in the class and count how many people say 'yes' and how many say 'no'.

Yes	No

Use Excel to make a chart

1   Open Excel.

2   In cell A1 type the word **'Yes'**.

3   In cell B1 type the word **'No'**.

4   In cell A2 type the **number** of people who said 'yes'.

5   In cell B2 type the **number** of people who said 'no'.
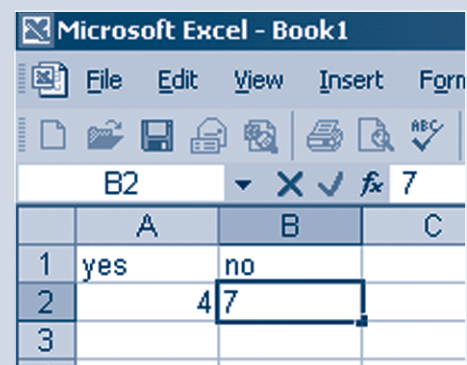
6   Click on A1 and drag to B2 to highlight all four cells that you typed in.

7   Click the Chart Wizard icon.

8   For Chart type, choose either 'Column' or 'Pie'.
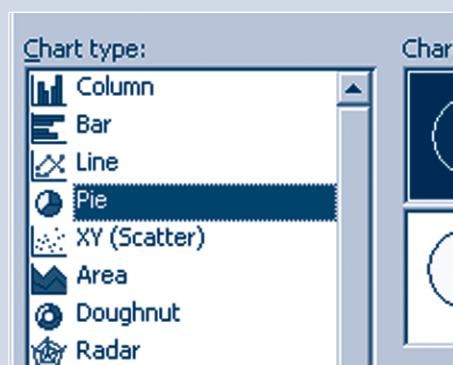
9.   Click **'Next'** and then click **'Next'** again.

10. For 'Chart Title', type the question you asked: **"Do you ...?"**

11. Click **'Next'** again.

12. Click **'Finish'.** Your graph shows the results of your survey!

Learn about capitalisation

Jo Dixon-Trifonov, Southampton City College

Learning activities to form the worksheet

1. This text has no capital letters in it. Copy it as it is. The computer will show you which words need a capital letter.

memo

i am writing to inform all staff of some important events this week.

on tuesday and wednesday we will be conducting interviews for the vacancies advertised last month. please keep parking spaces 4 and 5 free for interviewees.

anita is not in on thursday but if you need her you can ring her on her mobile between 12 and 2. she is going to london.

leanne would like to invite everybody to join her in the pub on the corner on friday evening to help her celebrate her 21st birthday again!

thanks

john

2. The spelling and grammar checker puts a red line or a green line under some words to show they are incorrect.
Right-click on a word that the computer has underlined.
Then left-click on the correct word from the list.
Do the same with all the words the computer underlined.

3. Discuss with a tutor or other learners:
What sort of words did the computer know should have a capital letter?
Can you think of other words that need a capital letter?
Will the computer be able to recognise them? Try out some examples and talk with your tutor about which ones the computer notices.

Notes for tutors
Learners could try this activity first with **Autocorrect** options turned off.

Turn **Autocorrect** options off from the **Tools** menu (**Tools**, **Autocorrect Options**).

The word processor will highlight the missing capital letters in the first word of each sentence and days of the week but the learner will have to correct each one so is forced to focus on where the capital letters need to be.

Then they could do them again or type a different text with **Autocorrect** turned on (again from **Tools**, **Autocorrect Options**) and notice that the computer automatically capitalises the first word in a sentence and days of the week for them.

Learners who have difficulty could be encouraged to try further targeted practice activities about capitalisation (Ww/E2). More confident learners could make up their own texts and try to predict which mistakes the computer will catch. If learners include, for example, the titles of films or names of companies, the computer may well not recognise them as requiring capitalisation.

Going on Holiday Using the Internet and Email
Jo Dixon-Trifonov, Southampton City College

The three following worksheets are an example of an activity on the theme of travel which assumes some familiarity with the Internet and email and combines the two skills in a collaborative information-sharing activity for learners working in pairs or groups of three. Reading, writing and speaking skills are practised, and the activity could easily be extended and adapted to meet language needs such as the capitalisation of place names, the use of intensifiers with adjectives ("It's too expensive!") or comparative adjectives, asking and punctuating questions (the question in the emails could be omitted and learners think of their own). And remember: You can use screen shots to illustrate what the learner has to do!

Worksheet for Student A

Work with a partner who has a worksheet for 'Student B'. (If in groups of 3, work with students with worksheets B and C.)

Discuss with your partner:

Do you know where these cities are? In which country are they? In which continent are they?

Cairo Amsterdam Delhi Moscow Rio de Janeiro New York Beijing Sydney Johannesburg Paris Nairobi Karachi Tokyo Berlin

■ **Where would you most like to go if you could go on holiday to anywhere in the world?**

■ **Agree on a place you would both like to go to. You are going to plan an imaginary holiday there!**

Once you have decided where to go, work on your own to find information for your holiday on the Internet.

Open Internet Explorer.
Type the address: http://www.cheapflights.com
Use this web site to find out how much flights to your chosen city cost.
Click on the letter that your chosen city starts with.
Then find your city in the list on the right.

How much is the cheapest flight to your chosen city?

£ _____

Type the address www.hotmail.com and access your email account. You have instructions on another sheet of paper for using your email account. Use them if you are not sure of your user name and password.
Write an email to your partner to give them the information you found out. For example:

email

Dear Peter

I'm really looking forward to our holiday in _____! I have found some useful information on the Internet.   The cheapest flight I could find costs £_____. Do you think this is OK or is it too expensive? Please write to tell me what you think.

From Jo

Worksheet for Student B

Work with a partner who has a worksheet for 'Student A'.
(If in groups of 3, work with students with worksheets A and C.)

speaking

Discuss with your partner:

Do you know where these cities are? In which country are they? In which continent are they?

Cairo Amsterdam Delhi Moscow Rio de Janeiro New York Beijing Sydney Johannesburg Paris Nairobi Karachi Tokyo Berlin

■ **Where would you most like to go if you could go on holiday to anywhere in the world?**

■ **Agree on a place you would both like to go to. You are going to plan an imaginary holiday there!**

Once you have decided where to go, work on your own to find information for your holiday on the Internet.

Internet Explorer

Open Internet Explorer.

Type the address: http://weather.yahoo.com

Click on the region your chosen city is in.

You will see a list of countries. Click on the country your chosen city is in. You will see a list of cities. Click on your chosen city to see the weather forecast for the next few days.

What is the weather like in your chosen city at the moment?

_____

Internet Explorer

Type the address www.hotmail.com and access your email account. You have instructions on another sheet of paper for using your email account. Use them if you are not sure of your user name and password.

Write an email to your partner to give them the information you found out. For example:

email

Dear Jo

I'm really looking forward to our holiday in _____! I have found some useful information on the Internet.

*At the moment the weather in _____ is _____.
What sort of clothes do you think we should take?*

Please write to tell me what you think.

From Peter

Worksheet for Student C

Work with two other students who have worksheets for 'Student A' and 'Student B'.

Discuss with your partners:

Do you know where these cities are? In which country are they? In which continent are they?

Cairo Amsterdam Delhi Moscow Rio de Janeiro New York Beijing Sydney Johannesburg Paris Nairobi Karachi Tokyo Berlin

■ **Where would you most like to go if you could go on holiday to anywhere in the world?**

■ **Agree on a place you would all like to go to. You are going to plan an imaginary holiday there!**

Once you have decided where to go, work on your own to find information for your holiday on the Internet.

Open Internet Explorer.

Type the address: http://www.xe.net/ucc/

Click on GBP United Kingdom Pounds in the list on the left.

Find the currency of the country you chose to visit in the list on the right.

Then click 'Perform Currency Conversion' to see how much one pound is worth in your chosen currency.

£1=_____

Type the address www.hotmail.com and access your email account. You have instructions on another sheet of paper for using your email account. Use them if you are not sure of your user name and password.

Write an email to your partners to give them the information you found out. For example:

email

Dear Jo and Peter

I'm really looking forward to our holiday in _____! I have found some useful information on the Internet.

We will have to change our money into _____. One pound is worth about _____. How much money do you think we should take? Where shall we change it?

Please write to tell me what you think.

From Lee

Scheme of work
Maggie Cochran, St Vincent College/BSSU

Course title: Numeracy and ICT

Duration: 10 weeks

Aims: To promote an understanding of ICT and give students confidence in using laptops.
To improve basic numeracy with the help of Computers at Entry 3 level.

Objectives: By the end of the course, learners will be able to:
- access the Internet and use spreadsheets and word processing to help with numeracy.
- work with numeric data and record it graphically and in tabular format.
- understand how the laptop can help with counting, rounding and totalling.

Approved by

TOPIC	CURR. REF.	ACTIVITY	RESOURCES	METHOD OF ASSESSMENT	INDEPENDENT STUDY
Using Word to look at numbers and to create timetables	MSS1/E3.3 N1/E3.1	Look at different date and time formats Create a weekly timetable in Word using tables Create a schedule or table for one day Create a numbered list in Word Sort a list of numbers within a table in Word	Laptops	Students can create a printed timetable and order a list of numbers up to 1000	Working on Word
Using different units within Word	MSS1/E3.5 MSS1/E3.8	Experiment with different units in Word, e.g. font size and margins Produce a poster in Word, setting font size and margins	Laptops	Students can alter preferences in Word to work in inches or cm and to set margins	Working on Word
Using a computer calculator	N2/E3.4 N1/E3.7 N1/E3.8	Learn to use the calculator on the computer Practise rounding and estimating to check calculator answers	Laptops	Students can estimate answers, use calculator for simple calculations and round to nearest 10 or 100	
Drawing and working with shapes in Word	MSS2/E3.1	Use Draw to draw 2-D shapes Look at lines of symmetry Categorise by number of sides, right angles, etc	Laptops	Students can draw and sort a range of 2-D shapes	Practise using Draw
Entering data in a spreadsheet	N2/E3.3 MSS1/E3.1	Enter monthly household expenses into a spreadsheet Total monthly expenses Check by using Autosum to total Look at simple formatting options	Laptops	Students can create a simple spreadsheet to work out total monthly expenses	Practise moving around a spreadsheet

TOPIC	CURR. REF.	ACTIVITY	RESOURCES	METHOD OF ASSESSMENT	INDEPENDENT STUDY
Rounding and estimating	MSS1/E3.2 N1/E3.7 N1/E3.8	Access the Internet Look up some prices of goods sold online Round prices to nearest £1 Round prices to nearest £10 or £100 Estimate total Enter on a spreadsheet and check rounding and totalling	Laptops Online shopping sites	Students can round to nearest £1, then to nearest £10 and nearest £100 and estimate totals	Rounding worksheet
Collecting data and recording in a table then representing it graphically	HD1/E3.3 HD1/E3.4	Collect data Record in a spreadsheet Explore different graphic representations	Laptops	Students can collect data and use a spreadsheet to explore a variety of graphic representations of data	Look for examples of charts and graphs in real life
Finding and comparing temperatures	MSS1/E3.9 HD1/E3.1 HD1/E3.2	Access the Internet Look up weather sites and extract information from simple tables, charts and graphs to compare temperatures in different places on same day and in same place on different days	Laptops Weather sites	Students can find and compare numerical information, including temperatures	Look in newspapers at weather in different places and compare
Using tables in Word to explore fractions	N2/E3.1 N2/E3.2	Enter common fractions in Word Use Word to create graphic representations of equivalent fractions and fraction walls to show equivalent forms	Laptops Fraction walls	Students can understand common fractions and recognise equivalent forms	Conversion worksheet
Looking at basic skills numeracy sites on Internet		Look at sites like **www.multiplication.com** on the Internet Look at ABSSU site Look at BBC Skillswise site Discuss next steps	Laptops Numeracy sites	Students can find a specified numeracy site on Internet	

Scheme of work overview
Maggie Harnew, Abingdon and Whitney College

Notes for tutors:

- The following is a scheme of work overview, an excerpt from a 31-week Literacy Workshop scheme of work, lesson plan and an individual learner's finished work.
- The scheme of work is real, and was planned for a specific group of adult learners. It does not claim to be an ideal Entry Level 1 scheme - merely a source of ideas and resources for other tutors.

A constantly updated, interactive version of this scheme of work and associated lesson plans can be found at **http://members.aol.com/skillsworkshop/**. Please contact the author via the web site if you have any queries, suggestions or feedback, or if you require further details about activities, resources, etc.

Main focus	Term 1 (sessions 1–11)	Term 2 (sessions 12–13)	Term 3 (sessions 24–31)
Speaking and listening	Listen for gist and detail. Listen and respond to requests for personal details. Listen to instructions.	Speak clearly. Make requests. Ask questions to obtain specific information. Listen to and follow instructions.	Follow and give instructions. Phones/answering machines Engage in discussion (and all previous topics).
Reading	Purpose and variety of texts. Text-level strategies. Sentences (aural approach). Phonics (mostly listening).	Language experience texts. Reading for pleasure/ information. Oral comprehension. Dolch/ key words. Phonics (reading).	Following/tracking/reading a variety of short texts. Reading for information (and reading associated questions).
Writing	Letters of alphabet. Writing text into a table. Phonics. Sentences (lang. exp).	Spell key words. Spelling strategies (LSCWC and kinaesthetic methods). Guided writing (projects).	Phones and answering machines. Written comprehension. Letter writing, email.
ICT and general	Class rules. Mouse control. Logging on.	Key board control. Punctuation (adding full stops, capitals, etc.)	Whole text – web pages, etc. (use 'textHELP!' to read back)

Excerpt from scheme of work

Lesson number and title	Content	Planned activities, e.g. group work, games, tapes, etc.	E1: Adult literacy ref.
17 Our project – who's doing what?	Instructions Class project	■ SL – emphasis until Easter is listening to and following instructions. ■ Slide in game – recap all phonemes from Wk 6 onwards. Sentence construction (use CVC word cards covered so far). ■ Recap LSCWC. ■ Individual projects to put on web site. Introduce writing on computer.	SLlr/E1.3 instructions Ww/E1.3 phonics Rw/E1.2 phonics Wt/E1 writing text Ww/E1.1 spelling
18 Information from books	Instructions Class project	■ SL – instructions. Photocopier, drinks machine with digital camera. ■ Phonics aim to introduce all common consonant phonemes by wk 23. ■ Recap LSCWC, use Target Skills 'Everyday Words' LSCWC slideshow. ■ Continue projects. Use books and info brought in by students.	SLlr/E1.3 instructions Ww/E1.3 Rw/E1.2 Wt/E1.1 writing Ww/E1.1 spelling
19 Information from WWW	Instructions Class project	■ SL – one student demonstrates how to listen to and follow my step-by-step instructions (to find web pages and copy pictures into his work). ■ Phonics – see wk 18. ■ Make instruction posters using last week's photos. ■ Continue projects, using web. SL- each student to explain work so far.	SLlr/E1.3 instructions Ww/E1.3 phonics Rw/E1.2 phonics Wt/E1.1 writing
20 Word games	Directions Project Word searches	■ SL – listening to directions. Use *Skills for Life* E2 CD track 12 (How to get to a class). Students to hunt (in pairs) for hidden ST. ■ Word searches – explain (use one from Bill and May book read last half term), do as group using OHT on whiteboard. Phonics – see wk 18. ■ Continue writing projects. Typing up work.	SLlr/E1.3 instructions Ww/E1.3 phonics Rw/E1.2 phonics Wt/E1.1 writing Ww/E1.1 spelling
21 Computer games and activities	Directions Computer fun	■ SL – giving clear directions to other students (use OHT map of college) and Directions game on Skills Explorer CD. ■ Phonics – see wk 18, and Target Skills short vowel sounds program. ■ Draw together group writing projects (put on web for next week).	SLlr/E1.3 instructions Ww/E1.3 phonics Rw/E1.2 phonics Wt/E1.1 writing
22 Our web page	Instructions Directions	■ SL – giving instructions. Discuss giving good clues (for treasure hunt). ■ Plan and write clues for end-of-term treasure hunt (next week).	SLlr/E1.3 instructions Wt/E1.1 writing

Lesson plan – literacy workshop

Quality aim	Entry Level 1 Literacy	**Course code**	
Date	Feb 24 2003	**No students**	4–6
Time	7–9pm	**Venue**	Essential Skills Room 1
Session	17 of 31	**Tutor**	Maggie Harnew

Students' existing/previous skills, knowledge

Two learners competent at Milestone 8 in reading and writing. Sight vocabularies probably less than 30 words but both can read and write name, address and recognise letters of alphabet (know some sounds). Two working within Entry 1, of which one is competent at Entry 1 in most reading and writing elements (some within Entry 2) but not speaking/listening.

Speaking and listening are all within Entry 1 or higher.

Special learning /assessment requirements

All students have learning difficulties and/or disabilities. These include non-specific learning difficulties, dyslexia, dyspraxia, speech difficulties and partial sight. Predominant learning style of group is auditory (all students) followed closely by kinaesthetic and/or visual.

Group aims

At the conclusion of this 7-wk part of the programme (this is week 1) learners will be able to:

- Listen to, follow and give single-step instructions, asking for them to be repeated (or repeating them to others) where necessary
- Follow a short story, track text, recognise some common (Dolch) words
- Practise LSCWC method and use LSCWC chart (or whiteboards) to spell key words
- Begin to obtain information from printed sources, plan written work and use written words to record information on a word processor.

Learning objectives

At the end of this lesson, the learners will have:

- Listened to single-step instructions, asked for them to be repeated when necessary
- Continue to use LSCWC method for learning spellings
- Listened to and discussed story as a group
- Discussed (one-to-one with tutor) possible topics for personal projects.

Adult Literacy Curriculum Links

Speaking and listening (details page 2) **SLlr/E1.3** follow single-step instructions **Sld/E1.1** (discussion)

Ww/E1.1 Spell correctly some personal key words and familiar words

Rt/E1.1 Follow short narratives

Learning materials/resources	Assessment strategy and/or purpose
Whiteboard, markers, OHP	Teaching aids
Word tiles, storyboard & sentences cards (to be provided by ST)	Sequencing and sentence construction. Listening to instructions.
Slide in frames and letters ch p m t sh h i o a e g. New (e.g.) word stretcher cards and large letters. Word cards for all CVC words covered so far plus: I a am is the and it has she he, for sentences.	Slides in correct initial, medial or final phoneme. Sounds out phonemes to form CVC word, etc. Play turnover game in pairs then use cards to make short sentences and write on whiteboards.
Individual whiteboards and pens	Learning aid for LSCWC (and for sentence game).
Networked PCs with web access for Toftwood and Ambleside LSCWC activities	Learning aid for LSCWC.
Individual words on acetate for group LSCWC	Learning aid for group LSCWC work.
Newsletter to take home about projects	Explains what learners need for projects etc.
LSCWC charts – spare copies?	To practise LSCWC method of spelling at home.
'A Mum Gets No Thanks' – 5 copies (from TALENT web site)	Listen to story; answer oral questions about story.
Diary sheets etc. (student folders)	Fill in (with help).

Literacy workshop – Session outline (wk 17)

Listening/speaking starter – curriculum links/objectives:

SLlr/E1.3 follow single-step instructions in familiar context, asking for instructions to be repeated if necessary (a) recognise and understand some key words used in instructions (b) understand need to be clear about what to do and how to ask for instructions to be repeated if necessary. **Sld/E1.1** s&l in simple exchanges

Time	Item	Teacher activity	Learner activity
15	**Student teacher is doing this part of lesson – based around instructions for making a cup of tea**	Point out key words to listen for e.g. *put, push, pull, press, go to, on, over, under, next to, by, up, down*. Lead activity. Listen to learners.	Watching. Listening. Looking at pictures – ordering. Followed by discussion??

Main topic/s

Time	Item	Teacher activity	Learner activity
5	**Welcome.** Overview.	Talking – explain today's plan which is always written in words and pictures on whiteboard.	Listening. Talking. Discussing.
15	Starter activity (normally listening and speaking) – see above.		
25	**Read through complete 'A Mum Gets No Thanks' story; emphasis on listening, tracking text left to right and comprehension.**	Reading through story from last term. Repeat the "Do you understand?" questions and move on to "Picture Bill & May in your mind's eye".	Listening – following text with finger or pencil. Answering questions. Looking at pictures
		Student teacher – negotiate ILP with new student X You want to aim for some short achievable aims within E1 literacy (probably word-level or sentence-level stuff). If needed, this can run over into next time slot whilst I carry on with LSCWC with other learners.	
15		**TEA**	
10	**Project**	Explain we are going to do a writing project and turn it into a web page! Show last year's project on web as example.	Discussion. Looking at web page on PC (get one of last years students to show how it works).
10	Briefly recap **LSCWC** method and use to practise each student's new spelling words.	Display students' words on OHT and cover – practise as a group. Look at shape, words within words etc. Repeat last week's spellings and attempt to come up with new ones for next week	Watching OHT, coming up to whiteboard, annotating words etc. then spell covered word on individual whiteboards.
30	*Individual work:* **Students Y, Z** Recap phonics – extend to writing short sentences on PC if time? *Students W, X sequencing and sentences*	Recap phonics with Maggie (Review ch. sh. p. h m. t, /i/ /o/ /a/ /e/ g extend to reading short sentences with words already covered *Use word tiles, etc. on story sequencing (Bank Robbers?) and simple sentences*	Various depending on individual activity – sliding in correct phonemes, reading CVC words, arranging words in sentences, etc.
10	*Diary sheets (ST can you supervise this whilst I speak to X about his ILP)*	Reviewing lesson. What next week? More instructions. Writing project? Please bring in any books, pictures that will help. Explain newsletter.	Completing diary sheet. Listening. Take home newsletter.

Literacy workshop – Individual work (wk 17)

Spellings to check	Individual objectives	W/X:
X cracker, turkey	**All:** To check last week's spellings again with M or ST	**Rs/Ws E1.1** Read / recognise simple sentence structure. Construct a simple sentence
Y good, food, work church	**Students W, X:** Read and construct short sentences Sequence sentences / pictures into stories	**Rt/E1.1** Follow short narratives **Y/Z:** **Ww/E1.1** Spell key words
Z good, food, the she, he	**Students Y, Z:** Recap phonemes so far and use to read CVC words in short sentences	**Rw/E1.2** Decode simple regular words – recognise phoneme-grapheme correspondence etc.
W garden		**Ww/E1.3** use basic sound-symbol association to help spelling as appropriate for learner
		Discuss ILP Draw up ILP with ST

Self-evaluation

Things that went well:

ST ILP negotiation – went well after initial difficulties coming up with any targets or short-term aims.

Students enjoyed introductory session about making cups of tea – it was a bit too easy for W (but he still enjoyed it!).

All seemed keen about the project (especially Y!) – think the newsletter helped as they will take them home and hopefully discuss with others before next week.

Didn't get time to use prepared OHT words as somehow got sidetracked into a game of group hangman on whiteboard using students' individual words. However this went down well and we extended it to days of the week.

Things that didn't go well:

Ran out of time – spent a lot of time reading through Bill and May but Z and X kept interrupting and find it very hard just to listen (especially Z).

X & Y began to practise spellings on the Toftwood and Ambleside LSCWC interactive sites but on both sites we had difficulty moving on to the next word after inputting our own word lists which was frustrating – so we used built in lists (days of week) instead.

Some thoughts on improvements:

Not that good a session – too unfocused and I was tired after the **Access for All** training course. Phonics are not working with Z – need to concentrate more on whole-word approach – but they are working well with Y. To encourage careful listening (to stories) might be better to record on to a tape next time.

Issues for course team/miscellaneous notes:

Will print days of week on OHT paper for next week. Need to check how to use LSCWC sites with own word lists. X already has idea for project (football).Y is doing a music poster I think. W seemed keen to do a news item but we'll see what he brings in next week.

Need to do more sentence work and storyboarding next week.

Notes (for scheme of work and lesson plan)

- Skills Explorer CD available free from DfES.
- Target Skills Entry Level Literacy CD from CTAD, details at **www.targetskills.net/**
- textHELP! details at **www.texthelp.com/**
- Interactive LSCWC programmes free on Toftwood and Ambleside school web sites.
- LSCWC forms and large words for reproducing on acetate available on Maggie's web site.
- Bill and May stories free from TALENT web site.
- Skills for Life Entry 2 Literacy audio CDS and workbooks available free from DfES.
- LSCWC – Look, Say, Cover, Write, Check.
- ST – student teacher (**bold**/*italic* type refers to comments aimed at a wonderful PGCE student teacher who was working with us for the year).

Individual writing project from literacy workshop:

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Going Along The Oxford Canal
I went to help my dad's friend Ian on his canal boat. We travelled down the canal to the turning point, to turn the boat around to empty the toilet out and fill the boat up with diesel. We then passed a few other boats as we made our way back including one which had wood on it. We saw some people chopping the wood up into logs for their boat's fire. Then we took the boat back to the marina to tidy the boat up then we had lunch.*

* Tutor's note:

Andrew's excellent recount is not necessarily a typical example of E1 writing. Remember that E1 writers are not E1 thinkers and do not have E1 vocabularies. The ideas and words are the student's own but he had help (both at home and college) with planning and editing.

Appendices

Appendix A - Glossary

Organisations

ABSSU	Adult Basic Skills Strategy Unit
ACLEF	Adult and Community Learning Fund
AQA	Assessment and Qualifications Alliance (examinations board)
Becta	British Education Communications and Technology Agency
BSA	Basic Skills Agency
DfEE	Department for Education and Employment
DfES	Department for Education and Skills
Edexcel	Edexcel Foundation (examinations board)
FENTO	Further Educational National Training Organisation
FERL	Further Education Resources for Learning
IoE	Institute of Education
JISC	Joint Information Systems Committee
LSC	Learning and Skills Council
LSDA	Learning and Skills Development Agency
NIACE	National Institute for Adult Continuing Education
NILTA	National Information and Learning Technologies Association
NLN	National Learning Network
NRDC	National Research and Development Centre for Adult Literacy and Numeracy
OCR	Oxford and Cambridge Royal Society of Arts (examinations board)
QCA	Qualifications and Curriculum Authority
TALENT	Training Adult Literacy, ESOL and Numeracy Teachers
Ufi	University for Industry

Other terms

ECDL	European Computer Driving Licence
ESOL	English for Speakers of Other Languages
GNVQs	General National Vocational Qualifications
ICT	Information and Communication Technology
ILPs	Individual Learning Plans
ILT	Information and Learning Technology
Laptop	Portable personal computer
LSCWC	'Look, Say, Cover, Write, Check' method of learning spellings
NVQs	National Vocational Qualifications
OCR	Optical Character Recognition
PC	Personal computer (refers to both laptops and desktops)
SENDA	Special Educational Needs and Disability Act (2001)
SMART	Specific, Measurable, Achievable, Realistic, Timed
URL	Uniform Resource Locator (global address of items on the World Wide Web)
Webliography	A list of useful web sites

Appendix B – References and further reading

References

(1) Basic Skills Agency definition: **http://www.basic-skills.co.uk**

(2) DfES (2001) *Skills for Life: the national strategy for improving literacy and numeracy skills*, DFEE: Nottingham. Free copies are available from DfES on 0845 60 222 60 or **dfes@prolog.uk.com**. For online and up-to-date information about the strategy visit **http://www.dfes.gov.uk/readwriteplus/**

(3) Wood, A. (2000) *A Guide to Outreach with Laptops*, NIACE/DfEE: Leicester/Nottingham.

(4) Clarke, A. et al. (2000) *Adult and Community Learning Laptop Initiative Evaluation*, NIACE: Leicester.

(5) Kambouri, M., Goodwin, T., Windsor, V. and Mellar, H. (2002) *Evaluation of the impact of laptop computers and basic skills software when using ICT to support the teaching and learning of basic skills*; unpublished report to the Basic Skills Agency.

(6) Mellar, H., Kambouri, K., Wolf, A., Goodwin T., Hayton, A., Koulouris, K., and Windsor, V. (2001) *Research into the effectiveness of learning through ICT for people with basic skills needs*, submitted to Ufi June 2001. Summary entitled *Using ICT to develop literacy and numeracy*. Research summary available at **http://www.ufiltd.co.uk/press/papers/literacyguide.pdf** For a copy of the full report, email Julie Samuels at Ufi: **jsamuels@ufi.com**

(7) Wood, A. (2000) *A Guide to Outreach with Laptops*, NIACE/DfEE: Leicester/Nottingham.

(8) McGivney, V. (2001) *Briefing Sheet 17*, NIACE: Leicester.

(9) Adapted from Ufi Ltd (2001) *Using ICT to develop literacy and numeracy – A guide for learning centres working with adult learners*, Ufi: Sheffield.

(10) Examples reproduced from **http://www.dfes.gov.uk/curriculum_literacy** and **http://www.dfes.gov.uk/curriculum_numeracy.** ©Crown Copyright 1995-2002.

(11) DfES (2001) *Access for All: a practical guidance manual to support the curricula for learners with physical, sensory and learning disabilities*, DFEE: Nottingham.

Some further reading

Clarke, A. (1999) *How to create effective information and communication learning programmes - a guide*, NIACE: Leicester.

Clarke, A. (2002) *Online Learner and Social Exclusion*, NIACE, Leicester.

DfEE (1999) *Moser Committee, A Fresh Start*, DFEE: Nottingham.

DfES (2000) *Freedom To Learn: Basic Skills for Learners with learning difficulties and/or disabilities*, DFEE: Nottingham.

DfES (2000) *Breaking the language barriers*, DFEE: Nottingham.

Ufi Ltd (2001) *Using ICT to develop literacy and numeracy – A guide for learning centres working with adult learners*, Ufi: Sheffield.

Appendix C – Webliography

URLs correct as at August 2003

Adult and Community Learning Fund (ACLF)	www.lifelonglearning.co.uk/aclf
Adult Basic Skills Strategy Unit	www.dfes.gov.uk/readwriteplus
Adult Learning Inspectorate	http://www.ali.gov.uk/
Basic Skills Agency	www.basic-skills.co.uk
Basic Skills Observatory	www.basic-skills-observatory.co.uk
Department for Education and Skills	http://www.dfes.gov.uk/
Further Education Resources for Learning (FERL)	www.ferl.org.uk
Further Educational National Training Organisation (FENTO)	http://www.fento.org/
Joint Information Systems Committee (JISC)	http://www.jisc.ac.uk
learndirect	http://www.learndirect.co.uk/
Learning and Skills Council	http://www.lsc.gov.uk/
Learning Skills and Development Agency	http://www.lsda.org.uk/
Learning Technologies	http://www.learningtechnologies.ac.uk
National Institute of Adult Continuing Education(NIACE)	www.niace.org.uk
National Learning Network (NLN)	http://www.nln.ac.uk/
National Literacy Trust	http://www.literacytrust.org.uk/
Offices for Standards in Education (OFSTED)	www.ofsted.gov.uk
Sector Skills Development Agency	http://www.ssda.org.uk/
Training Adult Literacy, ESOL and Numeracy Teachers (TALENT)	http://www.talent.ac.uk/
Workers Educational Association	http://www.wea.org.uk/
Workplace Basic Skills Network	http://www.lancs.ac.uk/wbsnet/

Appendix C – Webliography

Appendix D – Sample activities using ICT from the core curricula

The following Literacy and Numeracy ICT related activities have been reproduced from the DfES interactive web site (links given below) (© Crown copyright 1995-2002)

Adult Literacy Core Curriculum **http://www.dfes.gov.uk/curriculum_literacy**

Sample Literacy activities using ICT – Speaking and listening

Level	Learning outcome	ICT-related activity
Entry 1: Listen and Respond	SLlr/E1.3 Follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary	Practise listening to single-step instructions, e.g. how to use equipment, turn on a PC, type their user name and password to log on to the network, use the photocopier to copy a single sheet. Learners demonstrate their understanding by carrying out the tasks.
Entry 2	SLlr/E2.1 Listen for and follow the gist of explanations, instructions and narratives	Use a computer to listen to the weather forecast on the local radio station to find out what the local weather will be like for the following day.
	SLlr/E2.3 Listen for and follow the gist of explanations, instructions and narratives	Visit a news web site with a speech facility, e.g. **www.Annanova.com**, and find out the three main news stories.
	SLlr/E2.4 Listen to and follow short, straightforward explanations and instructions	Follow simple staged instructions accompanied by a demonstration to complete different practical tasks, e.g. enlarging an image on a photocopier, copying a document to a floppy disk on a PC.
Entry 3	SllrE3/4 Use strategies to clarify and confirm understanding, e.g. facial expressions or gestures	Follow an explanation/demonstration by tutor, e.g. changing a printer cartridge, finding a particular web site/section of a reference book, confirming and checking understanding by facial expression, gesture, confirming remarks, checking questions to feed back to the speaker. Afterwards, check out if tutor's impression matched learners' reactions and, if not, why not.
Level 1	SLlr/L1.1 Listen for and identify relevant information from explanations and presentations on a range of straightforward topics	Set up a telephone or online audio-conference call with two others, e.g. between learners at other centres, in a workplace scenario, to home, to discuss and e.g. decide where and when to meet, make arrangements for holding a Christmas party, resolve a work problem.
Level 2	SLlr/L2.1 Listen for and identify relevant information from extended explanations or presentations on a range of topics	Visit news web site, e.g. BBC News, and follow a video report, e.g. of Budget details. Check understanding with other learners.
	SLlc/L2.4 Respond to criticism and criticise constructively	Use a text-to-speech program to attach voice footnotes to a complex text, e.g. an assignment for an NVQ or A-level course.

Sample Literacy activities using ICT – Reading

Level	Learning outcome	ICT-related activity
Entry 1 Grammar and punctuation	Rs/E1.1 Read and recognise simple sentence structures	Use a word processor to break a text into sentences. Using a word processor, put full stops in a passage of language experience.
Vocabulary, word recognition and phonics	Rw/E1.1 Possess a limited, meaningful sight vocabulary of words, signs and symbols	Use a text-to-speech program to check accurate reading of key vocabulary list, stored in a Word document.
Dyslexia and related specific learning difficulties	Rw/E1.3 Recognise the letters of the alphabet in both upper and lower case	Use the **Caps Lock** key to recognise upper- and lower-case letters in different fonts, including Times New Roman (serif) and Arial (sans serif).
Entry 2 Skills, knowledge and understanding	Rt/E2.3 Identify common sources of information	Use the front page of a web site (e.g. MSN, AOL) to find items of news, sport, gossip, entertainment.
	Rt/E2.4 Use illustrations and captions to locate information	Match common icons to their meaning and/or purpose, e.g. Save, Cut, Paste.
Grammar and punctuation	Rs/E2.1 Read and understand linking words and adverbials in instructions and directions, e.g. next, then, right and straight on	Highlight on paper or screen words and phrases in texts that link sentences, and provide details about sequence, time and place, e.g. after, before, then, next, during, meanwhile, after a while, to one side, next to, right, left, straight on.
Entry 3	Rt/E3.1 Trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph	Use a text-to-speech engine to check their understanding and reading of a text.
Reading and comprehension	Rt/E3.9 Relate an image to print and use it to obtain meaning	Using images and text extracts, match related pairs and discuss how image adds to meaning, e.g. engine diagram to car manual, icons to menu bars, photograph to article, zodiac sign to horoscope, view of a place to description. Use the photos and other images on an opening web page to find a section of interest, e.g. sport, weather, money. Record/cache the image and the section.
Grammar and punctuation	Rs/E3.2 Use implicit and explicit knowledge of different types of word, e.g. linking words [connectives], nouns, verbs, adjectives, of word order, and of possible plausible meanings, to help decode unfamiliar words and predict meaning	In a chosen text, highlight the words that are difficult. Cut and paste them out of the text. Read the text again with the blank spaces, and record how much you understand.
Vocabulary, word recognition and phonics	Rw/E3.4 Use first and second place letters to find and sequence words in alphabetical order	Sort a list of names of people who have sent you emails. Then use the automatic sort function to check your answers.

Sample Literacy activities using ICT – Reading

Level	Learning outcome	ICT-related activity
Reading comprehension	Rt/L1.2 Recognise how language and other textual features are used to achieve different purposes, e.g. to instruct, explain, describe, persuade	Open a set of documents in a folder and list whether they are letters, memos, emails, notes or legal documents.
	Rt/L1.3 Identify the main points and specific detail, and infer meaning from images which is not explicit in the text	Use Clipart or another image file to choose and insert images to a range of texts.
	Rt/L1.4 Use organisational and structural features to locate information, e.g. contents, index, menus, subheadings, paragraphs	In pairs, look for the same information, e.g. on train times, course programmes, football results, from different sources, e.g. timetables, teletext, web page, prospectus, newspaper. Compare and evaluate the various processes and the quality/usefulness of the information.

Find and locate specific information to use in their own writing from a CD-ROM or college intranet.

Undertake guided 'web hunts' designed to practise finding information on the web. |
	Rt/L1.5 Use different reading strategies to find and obtain information	In pairs, set each other a task to locate some information from printed text and/or screen, on a topic of interest to the task setter, e.g. how to grow a particular plant, the origins of test cricket. Present the information to the partner by marking print text with 'post-its' or making notes/printing key pages from screen. The partner judges how useful/relevant/ interesting the information is and identifies any gaps.
Grammar and punctuation	Rs/L1.2 Use punctuation to help their understanding	Read some emails sent or received by themselves or others and highlight the apostrophes that indicate a letter (or letters) has (have) been omitted. Compare the number of contracted forms in the emails with the number in a formal letter, e.g. from a bank or building society.
Vocabulary, word recognition and phonics	Rw/L1.1 Use reference material to find the meaning of unfamiliar words	Use the **What's This?** and **Help Index** to find the meaning of words connected with the use of the computer, e.g. bookmark, CD-ROM, hyperlink.
	Rw/L1.3 Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings	Use a predictive text program to explore prefixes and their use.

Level	Learning outcome	ICT-related activity
Level 2 Reading comprehension	Rt/L2.4 Read an argument and identify the points of view	Search the world wide web for differing points of view on a subject, e.g. the effects of alcohol on health, web sites of political parties. Cut and paste key points that demonstrate the main points of view into a Word document.
	Rt/L2.6 Use organisational features and systems to locate texts and information	Identify ways in which different types of text signal to the reader where specific information is, e.g. contents, index, bibliography, document files, web-site links. Practise using these to locate specific information from different texts to use in own writing, for a presentation, discussion or general interest.
	Rw/L2.1 Read and understand technical vocabulary, word recognition and phonics	In groups or in a pair, share their own knowledge of technical vocabulary, e.g. in terms of their area of work, cars, computers, a sport or hobby. Compare other learners' technical vocabulary and explain the meaning of their own known words. Use a web search engine to find information on a topic of interest, e.g. new generation mobile phones, and find definitions of unfamiliar technical vocabulary. Post what you have discovered on college/work/school bulletin board or conference area.

Sample Literacy activities using ICT – Writing

Level	Learning outcome	ICT-related activity
Entry 1 Grammar and punctuation	Ws/E1.2 Punctuate a simple sentence with a capital letter and a full stop	Use a word processor to add initial capitals at the beginning of sentences in someone else's writing. Use a word processor to divide a short text into complete sentences by inserting full stops and capitals in the right places.
	Ws/E1.3 Use a capital letter for personal pronoun 'I'	Proofread a piece of writing (their own or someone else's) on paper or screen, and change all lower-case personal pronoun 'i's to upper case. Use a word processor with the capitalising facility switched on to see how the personal pronoun 'I' is capitalised automatically when typed in lower case.
Spelling and handwriting	Ww/E1.1 Spell correctly some personal key words and familiar words	Use a word processor to write names, dates and places for captions for a photograph album and print them out.

Level	Learning outcome	ICT-related activity
	Ww/E1.2 Write the letters of the alphabet using upper and lower case	Practise writing individual letters in upper and lower case on paper and screen. Practise writing letters in their own name and address in upper and lower case on paper and screen.
	Ww/E1.3 Use basic sound-symbol association to help spelling, as appropriate for the needs of the learner	Use a text-to-speech program to input and hear CVC words.
Entry 2 Writing composition	Wt/E2.1 Use written words and phrases to record or present information	Exchange emails with a tutor/other learners.
Grammar and punctuation	Ws/E2.2 Use adjectives	On a word processor, experiment with substituting different adjectives in a text. For example, use the **Edit, Find** and **Replace** facility in Word to replace the word 'nice' with other adjectives in a short text, e.g. a postcard.
	Ws/E2.3 Use punctuation correctly, e.g. capital letters, full stops and question marks	Turn some given statements into questions on a word processor; compare the results with another learner and discuss the effects on word order. Identify the key question words; punctuate the question versions with question marks.
	Ws/E2.4 Use a capital letter for proper nouns	Compose some emails using a list of proper nouns, e.g. to a TV station to request the return of a programme, to a local radio show asking them to play a friend's favourite track, to a newsagent to order a new magazine.
Spelling and handwriting	Ww/E2.3 Produce legible text	Use a word processor to write something that should preferably be printed, e.g. captions for photographs, instructions, a notice. Use the **Format, Change Case** facility to compare texts in all upper or all lower case. Apply different fonts and sizes to a short text to compare their readability and suitability.
Entry 3 Writing composition	Wt/E3.3 Sequence chronological writing	Explore the features of chronological writing by sequencing some given sentences on a word processor, e.g. describing a process or an event, using the **Edit, Cut, Paste** facilities. Compare their own version with other learners' versions.
	Wt/E3.4 Proofread and correct writing for grammar and spelling	Practise proofreading and correcting their own writing, some of which has been handwritten, some of which has been written on a word processor. Discuss and compare the processes. Use the **Tools, Spelling** facility in Word to check their writing.

Level	Learning outcome	ICT-related activity
Grammar and punctuation	Ws/E3.1 Write in complete sentences	Send a formal note by fax or email (or something similar) to a friend/work colleague to confirm, e.g. a meeting, purchase order, or similar. Check that complete sentences are used.
	Ws/E3.3 Use punctuation correctly, e.g. capital letters, full stops, question marks, exclamation marks	Insert correct punctuation into an unedited text, using a word processor.
Spelling and handwriting	Ww/E3.1 Spell correctly common words and relevant key words for work and special interest	Sort the words in a mobile phone or computer-based personal dictionary into different folders, according to different categories or level of difficulty.
	Ww/E3.2 Use their developing knowledge of sound-symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner	Use a text-to-speech program to apply a range of prefixes and suffixes to root words. Check the words in Word's **Thesaurus**.
	Ww/E3.3 Produce legible text	Write out a favourite recipe by hand or on screen to circulate to other learners.
Level 1 Writing composition	Wt/L1.2 Judge how much to write and the level of detail to include	Draft a letter on Word, for example to the head teacher at your child's school. Consider how much to write as text.
	Wt/L1.4 Use language suitable for purpose and audience	Join an online 'chat room' (computer-mediated text conference). Read recent and current 'chats', and respond in the appropriate style.
	Wt/L1.5 Use format and structure for different purposes	Using a word processor, design a poster to advertise a local event. Plan, structure and set out appropriately on paper or screen a 'personal manifesto', e.g. announcing a set of 'house rules' to the family, setting out some new year resolutions/promises to themselves or others/plans for a healthier lifestyle/a 'wish list' for the future.
	Wt/L1.6 Proofread and revise writing for accuracy and meaning	Proofread and make revisions, using **Cut** and **Paste** if necessary to writing saved on the computer. Use the spell-checker carefully, making sure any changes are the right ones by reading for sense first.
Grammar and punctuation	Ws/L1.1 Write in complete sentences	Work from notes made as the result of a discussion, reading passage or video (stored on Notepad or other online notes facility). Edit the notes to make sure that complete sentences are used.
	Ws/L1.2 Use correct grammar, e.g. subject-verb agreement, correct use of tense	Use word processor to change verbs from present to past, or to change nouns and verbs from singular to plural.

Level	Learning outcome	ICT-related activity
Spelling and handwriting	Ww/L1.2 Produce legible text	Identify a writing task where legibility and neatness are essential, e.g. a letter of application for a job, and use a word processor to compose, draft and edit it to produce legible text.
Level 2 Writing composition	Wt/L2.4 Use format and structure to organise writing for different purposes	Devise and structure a simple questionnaire on a word processor, for a mini-survey, e.g. on the proportions of the week adult learners spend watching TV, playing sport, doing a hobby, doing voluntary work, reading for pleasure, studying. Present the results in a table to show the most popular activities and to draw comparisons, e.g. between men and women, different age groups. Use the information as a stimulus for discussion.
	Wt/L2.6 Use different styles of writing for different purposes, e.g. persuasive techniques, supporting evidence, technical vocabulary	Use the world wide web to visit sites that will explain technical vocabulary associated with different topics, e.g. occupations or children's diseases or disorders. Copy and paste the explanations from the web site into a Word document.
	Ws/L2.1 Construct complex sentences	Use 'highlight' and 'drag and drop' to move the text in complex sentences around, so that the meaning is clear. Insert punctuation where necessary.
	Ws/L2.3 Use pronouns so that their meaning is clear	Use **Find** and **Replace** to substitute pronouns, e.g. my, her, his, our, their, for nouns.
Spelling and handwriting	Ww/L2.2 Produce legible text	Word process a piece of their own work to contribute to a magazine of writing by adult learners to be available in a local job centre/ community centre/library.

Adult Literacy Core Curriculum http://www.dfes.gov.uk/curriculum_numeracy

Sample Numeracy activities using ICT: Numbers – Whole numbers

Level	Learning outcome	ICT-related activity
Entry 2 Whole numbers	N1/E2.1 Count reliably up to 20 items	Explore the **Edit, Fill, Series** function on a spreadsheet, using different Start and Stop values, and Step values of 2 or 10.
	N1/E2.2 Read, write, order and compare numbers up to 100	Enter some simple text on a word processor and experiment with different font sizes.
	N1/E2.6 Approximate by rounding to the nearest 10	Set up a spreadsheet using the **Round** function for learners to practise and self-check rounding numbers to the nearest 10, e.g. in Excel, = ROUND(A1,-1) in cell B1 automatically rounds a number in A1 to the nearest 10; see Excel Help.

Level	Learning outcome	ICT-related activity
	N1/E2.8 Use a calculator to check calculations using whole numbers	Compare the symbols for 'multiply' on hand-held and on-screen calculators and computer keyboards.
Entry 3	N1/E3.1 Count, read, write, order and compare numbers up to 1000	Investigation: highlight even numbers in an electronic number square. Look for a pattern and establish a 'rule' for even numbers. Which numbers are not highlighted? Look for a pattern and establish a 'rule' for odd numbers.
	N1/E3.7 Approximate by rounding numbers less than 1000 to the nearest 10 or 100	Set up a spreadsheet using the **Round** function for learners to practise and self-check rounding numbers to the nearest 100, e.g. in Excel, = ROUND(A1,-2) in cell B1 automatically rounds a number in A1 to the nearest 100; see Excel Help.
Level 1	N1/L1.2 Recognise negative numbers in practical contexts, e.g. temperatures	Find temperatures for different parts of the world, e.g. on Teletext, web sites or newspapers, and describe them as above or below freezing.
	N1/L1.4 Multiply and divide whole numbers by 10 and 100	Use a calculator or spreadsheet investigations to multiply whole numbers by 10/by 100, starting with single digits, two digits, etc. Deduce 'rules' from the patterns. (Beware of rules expressed as 'add a nought, add two noughts', etc. This may hide a lack of understanding of place value and lead to problems with decimals – it is better to look at the position of the digits.) Repeat the above for division. The inverse rule 'knock off a nought' obviously doesn't work if the number doesn't end in zero.
	N1/L1.6 Recognise numerical relationships, e.g. multiples and squares	Use the **Edit, Fill, Series** function on a spreadsheet, using different Start, Stop and Step values to create number patterns for other learners to identify.
	N1/L1.8 Approximate by rounding	Set up a spreadsheet using the **Round** function for learners to practise and self-check rounding large numbers to the nearest 1000, 10,000, million, etc, e.g. in Excel, = ROUND(A1,-6) in cell B1 automatically rounds a number in A1 to the nearest million; see Excel Help.

Level	Learning outcome	ICT-related activity

Sample Numeracy activities using ICT: Numbers – Fractions

Level	Learning outcome	ICT-related activity
Entry 2 Fractions	N2/E2.2 Find halves and quarters of small numbers of items or shapes	Use simple graphic software, e.g. Paint, to create, divide and colour simple shapes into halves or quarters.
Entry 3	N2/E3.3 Read, write and understand decimals up to two decimal places in practical contexts such as common measures to one decimal place, e.g. 1.5m; money in decimal notation, e.g. £2.37	Enter the same list of numbers, to one decimal place, in two columns in a spreadsheet. Format the second column to currency and compare numbers in each column.
	N2/E3.4 Use a calculator to calculate using whole numbers and decimals to solve problems in context and to check calculations	Compare the symbols for 'divide' on hand-held and on-screen calculators and computer keyboards.
Level 1	N2/L1.3 Recognise equivalencies between common fractions, percentages and decimals, e.g. 50% = 1/2 or 0.25 = 1/4, and use these to find part or whole-number quantities	Use a spreadsheet to investigate the connection between percentages and decimal fractions. Enter common decimal fractions in a column. Copy the decimals into the next column and format to percent, using the % button.
	N2/L1.4 Read, write, order and compare decimals up to three decimal places	In a spreadsheet, enter numbers to one, two and three decimal places. Use the **Increase decimal** button to format the column to three decimal places, and observe changes.
	N2/L1.7 Approximate decimals by rounding to a whole number or two decimal places	Use the **Decrease decimal** button on a spreadsheet to explore rounding decimals to whole numbers or two decimal places.
	N2/L1.8 Read, write, order and compare simple percentages, and understand simple percentage increase and decrease	Investigate the effects of the zoom facility, expressed in percentages, on the text display in a Word document.
Level 2	N2/L2.2 Identify equivalencies between fractions, decimals and percentages	Use a spreadsheet to investigate the connection between percentages, decimal fractions and common fractions. Enter decimal fractions in a column and copy to the next two columns. Format one column to percentages and one to fractions (see Excel Help on formatting to fractions).
	N2/L2.5 Order, approximate and compare decimals when solving practical problems	Use the **Decrease decimal** button on a spreadsheet to explore rounding decimals to different degrees of accuracy. Compare results with those obtained using the **Round** function.
	N2/L2.6 Add, subtract, multiply and divide decimals up to three places	Search for goods on American online shopping sites and convert the prices to £ sterling.
	N2/L2.9 Evaluate one number as a percentage of another	Enter given pairs of numbers in column A and column B of a spreadsheet. Mentally evaluate the number in A as a percentage of the number in B and enter in column C. Enter a formula in column D to check the results.

Sample Numeracy activities using ICT: Measures, shapes, space – Common measures

Level	Learning outcome	ICT-related activity
Entry 2 Common measures	MSS1/E2.5 Read, estimate, measure and compare length using common standard and non-standard units, e.g. metre, centimetre, paces	In Word, make sure that the graphics (or drawing) toolbar is displayed. In **Draw: Grid** select the following settings **Snap objects to grid**, change horizontal and vertical settings to 1 cm; **Display gridlines on screen**, vertical and horizontal every 1 cm. Learners can now use the gridlines to experiment with drawing lines of different lengths. Alternatively, load a file of drawn lines for learners to measure using the grid.
	MSS1/E2.9 Read simple scales to the nearest labelled division	Make sure that the Ruler is displayed in Word (**View, Ruler**), and that measurements are set to cm (**Tools, Options or Preferences, General**). Show learners how to enter different Top, Bottom, Left and Right margins in **File, Page Setup**. Observe effects on text layout and look at measurements on ruler.
Entry 3	MSS1/E3.1 Add and subtract sums of money using decimal notation	Cost a small job of work, or work out a budget for the week's spending, using a calculator or spreadsheet.
	MSS1/E3.3 Read, measure and record time	Look at the date and time settings on the computer.
	MSS1/E3.8 Choose and use appropriate units and measuring instruments	Look at the different units used in Word, e.g. font size in points, margins in cm. Look at the options available in **Tools, Options or Preferences, General** and experiment with different units.
Level 1	MSS1/L1.1 Add, subtract, multiply and divide sums of money and record	Use a spreadsheet to work out a personal or holiday budget. Experiment with changes to stay within budget.
	MSS1/L1.5 Read, estimate, measure and compare distance	Find a local map on line, e.g. **www.streetmap.co.uk**, enter a postcode and use the scale to estimate the distance from home to a landmark such as a station, hospital, school, etc.
Level 2	MSS1/L2.1 Calculate with sums of money and convert between currencies	Look at online shopping sites, hotels or flight prices, etc. that use different currencies on the Internet and convert the prices to £, using any relevant method.
	MSS1/L2.7 Understand and use given formulae for finding perimeters and areas of regular shapes, e.g. rectangular and circular surfaces	Set up a spreadsheet to investigate the area of different rectangles with the same perimeter. Which rectangles have the largest/smallest area?

Sample Numeracy activities using ICT: Measures, shapes, space – Shape and space

Level	Learning outcome	ICT-related activity
Entry 1 Shape and space	MSS2/E1.1 Recognise and name 2-D and 3-D shapes	Experiment with drawing common shapes, e.g. different sized rectangles, in a simple graphics package such as Paint.
Entry 2	MSS2/E2.1 Recognise and name 2-D and 3-D shapes	Experiment with drawing common shapes in a simple graphics package such as Paint.
	MSS2/E2.3 Use positional vocabulary	Look at a web site such as **www.streetmap.co.uk**, and enter your own postcode to find a local map. Describe where you live in relation to a main road or a landmark such as a school, station, hospital, park. If the location has an aerial photograph, point out landmarks that you can identify.
Level 1	MSS2/L1.1 Solve problems using the mathematical properties of regular 2-D shapes, e.g. tessellation or symmetry	Use a graphics package (or **Draw** in Word) to create tessellations using a single shape and transformations (copy and paste the shape and flip or rotate).
Level 2	MSS2/L2.1 Recognise and use common 2-D representations of 3-D objects, e.g. in maps and plans	Explore different 3-D images in a graphics package, or use **Draw** in Word.

Sample Numeracy activities using ICT: Handling Data – Data

Level	Learning outcome	ICT-related activity
Entry 1	HD1/E1.3 Construct simple representations or diagrams, using knowledge of numbers, measures or shape and space	Write a short list in Word, and use the automatic numbering button to number the items. Use Clipart or Symbols to create simple representations in Word of the group activity, or other tasks.
Entry 2	HD1/E2.5 Represent information so that it makes sense to others, e.g. in lists, tables and diagrams	Use the **Insert Table** button in Word to create simple tables in which to represent information. Enter labels and data into two columns on a spreadsheet, e.g. days of the week, and hours spent on group activity.
Entry 3 Data	HD1/E3.4 Organise and represent information in different ways so that it makes sense to others	Explore different graphic representations using a spreadsheet program.
Level 1	HD1/L1.2 Collect, organise and represent discrete data, e.g. in tables, charts, diagrams and line graphs	Explore different graphic representations using a spreadsheet program. Discuss appropriate presentations for different sorts of data.
Level 2	HD1/L2.3 Find the mean, median and mode, and use them as appropriate to compare two sets of data	Enter a formula in a spreadsheet to calculate the mean of a set of data. Explore the AVERAGE, MEDIAN and MODE functions (under **Insert, Function, Statistical** in Excel).