



Resource 5

Using Technology

Introduction

This resource is one of a suite of six resources developed for the Traineeship Staff Support Programme. The Traineeship Staff Support Programme is commissioned and funded by the Education and Training Foundation and managed by the Association of Learning Providers (AELP). The aim of the programme is to design and deliver innovative and high quality professional development support, resources and materials which can be accessed by, and will benefit, the wider education and training workforce in order to improve outcomes from traineeship programmes for learners and employers.

Background to the resources

The resources have been produced to develop the confidence and skills of staff involved in the planning and delivery of traineeships.

The resources are interactive and include templates, checklists, flow charts, guidance and links to other sources of information and best practice.

The suite of resources covers the following themes:

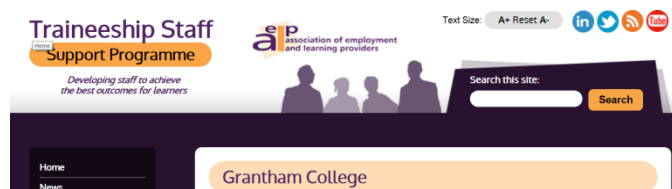
- Introducing traineeships
- Employer engagement
- Employability skills
- Learner assessment
- Vulnerable and excluded groups
- Using technology.

There are also a number of case studies that have been gathered to support these themes, and these can be found at

Project partners:

The resources have been developed by Grantham College in partnership with the following organisations:

Boston College
East Midlands Centre of Excellence in Teaching Training (emCETT)
Loughborough College
Taylor ITEX
North Warwickshire and Hinckley College
South Leicester College
EMFEC Group
JISC East Midlands
Magna Education and Training



<http://www.traineeship-staff-support.co.uk/content/grantham-college>

For further information about this project, contact Sarah Dakin, External Funding Manager, Grantham College. sdakin@grantham.ac.uk

This resource on using technology has been developed to provide an overview of the traineeship programme, and signpost to technology that can be used to support their delivery and the active engagement of young people.

The resource is structured in the following way:

[Section 1: What is a traineeship](#)

[Section 2: The role of technology in traineeships](#)

[Section 3: Virtual learning environments](#)

[Section 4: e-Portfolios](#)

[Section 5: Screencasting](#)

[Section 6: Digital functional and employability skills](#)

[Section 7: Social media](#)

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[Section 11: Audio podcasts](#)

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[Section 13: Collaborative learning tools](#)

[Section 14: The flipped classroom](#)

[Section 15: Creating your own apps](#)

[Section 16: JISC technology toolkit links](#)

[Appendix A – Eligibility checklist](#)

Section 1: What is a traineeship?

The traineeship was introduced in August 2013 to support young people aged 16-24 to develop the skills required to undertake an Apprenticeship and secure sustainable employment. Employers are key to the development of traineeships as they will provide the high quality work experience required to support the learner into sustainable employment

A traineeship consists of work preparation training, English and maths and a high quality work placement. A traineeship would last a maximum of six months. It is expected that the duration of a work placement would be for between 100-240 hours. Where a young person successfully progresses earlier than anticipated, this will be counted as completion of the traineeship. Recognised successful progression will be:

- Apprenticeship, employment, further education or training;
- completion of all agreed elements of the traineeship;
- completion of six months on the programme.

Eligibility

Traineeships are available for young people aged 16-24 and for young people with Learning Difficulty Assessments or Education, Health and Care Plans up to age 25. Young people aged 16-19 are eligible for a traineeship if they have not yet achieved a Level 3 qualification. Those aged 19-24 are eligible if they have not yet achieved a Level 2 qualification. To be eligible, young people will be currently unemployed and have a reasonable chance of being ready for employment or an Apprenticeship within six months of engaging in a traineeship. Traineeships are not intended for the most disengaged young people who require very intensive support; young people who are already employed or those who already have the required skills and experience to start an Apprenticeship or find work. ([Appendix A Eligibility checklist](#))

Qualifications and training

All young people undertaking a traineeship will be required to study English and maths, unless they have achieved a GCSE A*-C in those subjects or, for those aged 19 and above, a GCSE A*-C or a functional skills qualification at Level 2.

In the majority of cases, functional skills will be the most appropriate qualification for learners to study in the first instance. As part of traineeships, young people can study these at Entry Level, Level 1 or Level 2 depending on their prior attainment and identified skills needs. We would expect young people to continue and complete these qualifications, together with any vocational qualifications they have begun, after the formal traineeship is complete. This could be part of their study programme or Apprenticeship for 16-19 year olds or through their entitlement up to Level 2 for those aged 19-24.

The content of the work preparation training will be up to providers and employers to agree.

The expected length of the work placement within a traineeship will be between 100-240 hours. Longer placements may be necessary to prepare some young people for work, but these would need to be based on clearly identified learner needs. For benefit claimants from 2014/15 the work experience element can be up to 240 hours (or extended if the offer of an Apprenticeship place is accepted) at a maximum of 30 hours a week, and can be done over the duration of the traineeship if necessary.

Employers will offer a formal interview at the end of the work placement. This will either be an interview where a job vacancy has arisen or an exit interview with feedback where there is not a formal vacancy.

Section 2: The role of technology in traineeships

Technology can be used in a number of different ways to support traineeships including the use of traditional computers, laptops, classroom projection/smartboard tools, internet based services and applications. Technology can provide access to resources, active experiences and channels of communication for learners, employers and training providers. When considering the role of technology in traineeship delivery consideration should be given to ensure that it:

- is adapted to suit the environments that learners will be working in;
- is appropriate and accessible by learners. For example, learners may not have access to mobile devices and/or have restrictions on data usage that could lead to them incurring additional costs.

The area with the greatest potential for traineeship support is the use of mobile devices with (according to research by Deloitte in 2013) 85% of 16-24 year olds owning a web enabled smartphone and that number increasing year on year.

The introduction of the Apple iPod in April 2010 initiated a key change in direction for mobile devices initiating different device types, increased use of apps and increased use of mobile internet. Mobile devices now allow users to shoot video, take photos, record audio, play music, access files, surf the internet, use email, engage in social networking and run applications.

A convergence between tablet devices and smartphone's has evolved with tablet size decreasing and smartphone size increasing resulting in a popular range of screen sizes between 5" and 8" becoming dominant.

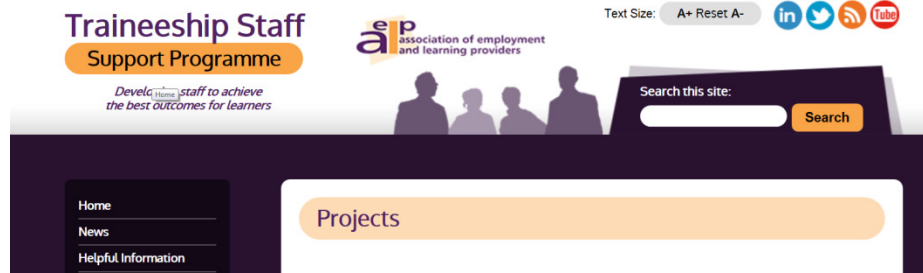
The use of web based social networking services such as Facebook and Twitter are now well established and particularly popular in the 16-24 traineeship age group. Research by Deloitte demonstrates that 35% of web traffic was by mobile device in 2013 with 25% by smartphone.

One indication of increased mobile web access is the growth in mobile retail. According to the centre for retail research (April 2014) mobile shoppers in Europe are set to spend £19.8 million in 2014 which is almost twice as much as in 2013, with a fifth of all UK online transaction set to be initiated on mobile devices.

As the use of mobile devices grow and social networking, surfing, m retailing and m learning grow, colleges, training providers and universities are now starting to invest in mobile and wireless technology both on a BOYD (Bring Your Own Device) on campus basis and an off campus basis as it can provide flexible and timely access to resources, active learning experiences, and communication opportunities. Although not all learners are likely to currently own a smartphone or other web enabled mobile device, most do and the percentage of ownership is growing year on year, in addition new wearable technology in the form of smart glasses and smart watches are also on the horizon.

The following using technology toolkit links will focus on mobile device access but many of the tools are also suitable for access from traditional personal computers and laptops.

There are a number of other projects funded through the Traineeship Staff Support Programme who are developing resources to support the use of technology within traineeships.



Please see <http://www.traineeship-staff-support.co.uk/projects> for further information.

References

Centre for Retail Research (2014) *Online retailing: Britain, Europe and the US 2014* available at <http://retailresearch.org> Nottingham UK (accessed 28/6/2014)

Deloitte Consumer Review (2014) *Digital predictions 2014*, available at <http://deloitte.com> UK (accessed 28/6/2014)

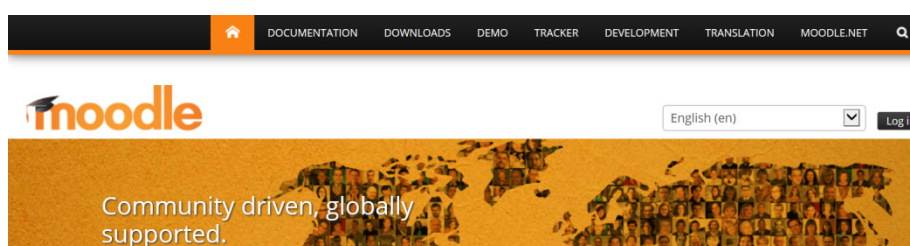
Styles, K (2013) *7 in 10 people in the UK now own a smartphone*, available at mobilemarketingmagazine.com (accessed 28/6/2014)

Section 3: Virtual Learning Environments (VLE)

A VLE is a portal designed to provide access to content that has been provided and organised by trainers, tutors or assessors alongside tools for communication and interaction. Most of the resources in the following sections can be embedded into a VLE in addition to documents, presentations, chat room facilities, message posting, web-links and assessment activities. Within traineeship delivery a VLE could be used to provide access to resources for English and maths and work preparation.

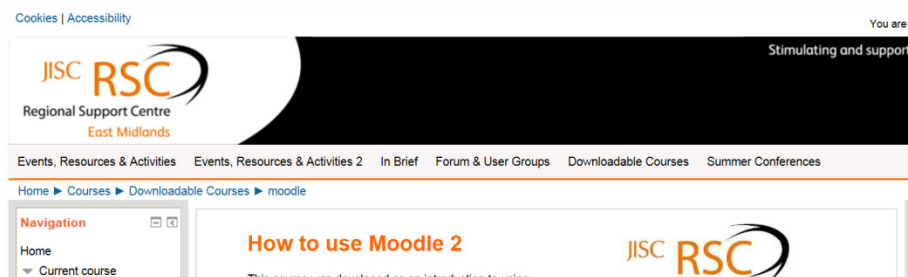
Moodle

Moodle is a free learning platform that helps learning organisations create effective online teaching and learning experiences in a collaborative, private environment which can be accessed on a PC, mobile or tablet.



<https://moodle.org/>

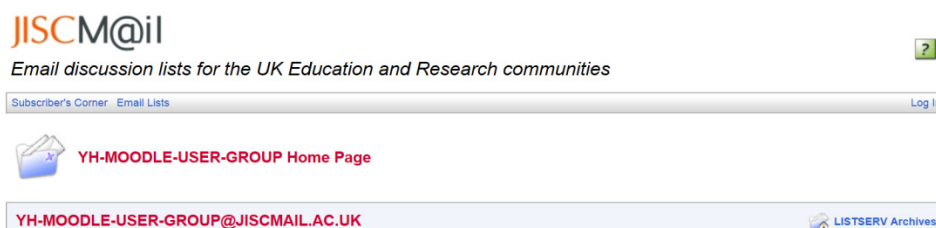
How to use Moodle (JISC East Midlands RSC online course)



<http://moodle.rsc-em.ac.uk/course/view.php?id=52>

JISC Moodle users group

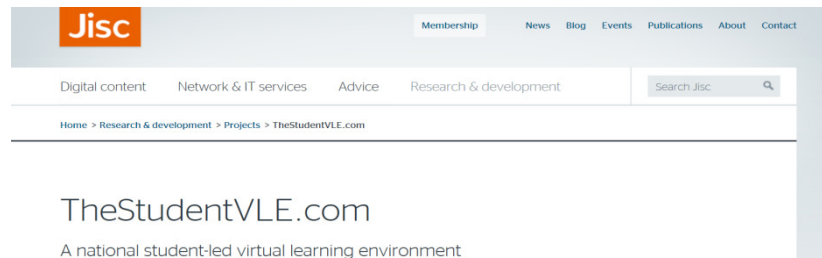
A free JISC support network for Moodle Users



<https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=YH-MOODLE-USER-GROUP>

TheStudentVLE.com

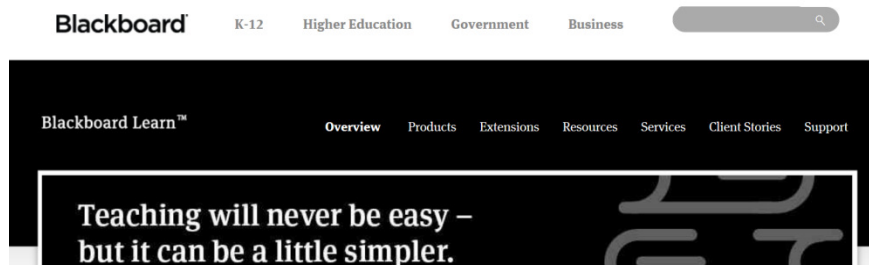
The StudentVLE.com is a new free national student-led virtual learning environment that is aligned to Government, QAA and NUS agendas. The StudentVLE is a social and academic hub which encourages peer-to-peer learning and can be accessed on a PC, mobile or tablet. This type of site is sometimes referred to as a Personal Learning Environment (PLE) as it has the capability to focus on content collected and organised by the learner with interaction with trainers, tutors, assessors and peers.



<http://www.jisc.ac.uk/research/projects/thestudentvlecom>

Blackboard

Blackboard is a paid for service that provides a full Learning Management System (LMS) incorporating a VLE providing educational content, managing day-to-day activities and tasks and empowering trainers, tutors and assessors with tools to engage learners. It can be accessed by PC, mobile or tablet.



<http://www.blackboard.com/Platforms/Learn/Overview.aspx>

Section 4: e-portfolios

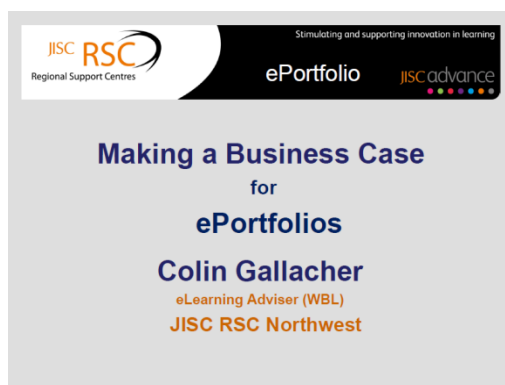
An electronic portfolio (e-portfolio) is a collection of electronic evidence assembled and managed by a learner and made available to trainers, tutors and assessors to record and track development towards a qualification. An e-portfolio provides evidence of achievement. Such electronic evidence may include uploaded text, electronic files, images, multimedia, blog entries, and hyperlinks. More information on types and the use of e-portfolios are available at:

e-Portfolios



Providers are constantly being urged to be more effective and efficient in their delivery of qualifications. They are also being encouraged to look to technology to see if this can help them deliver those savings.

http://www.jiscrsc.ac.uk/media/160534/eportfolio_newsletter_feb_2012.pdf

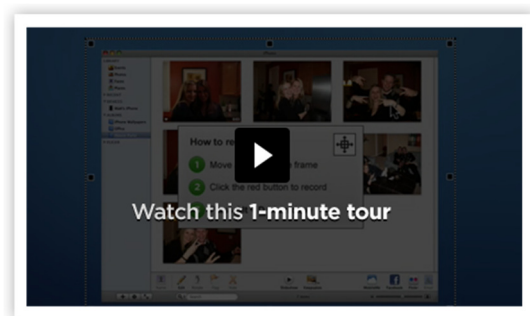


<http://www.jiscrsc.ac.uk/media/185094/1eportfoliiooverview.pdf>

Section 5: Screencasting

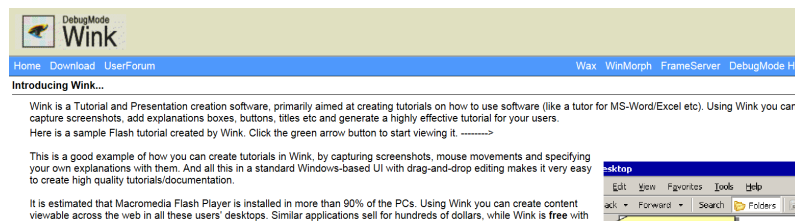
A screencast is a capture of computer screen activity, accompanied by a voice-over. Watching a screencast is similar to watching what someone is doing on a computer, as they talk you through it. It's an ideal medium for presentation, lecture, web tour, software demo and feedback. Screencasts can be made with free applications such as Screenr, Wink, Jing, Screencastomatic and Camstudio through to powerful purchased programs such as Camtasia and Captivate. In traineeships they could be used to record summaries of employability sessions or English and maths topics that could be referred to by learners at a later stage in their programme.

Screenr



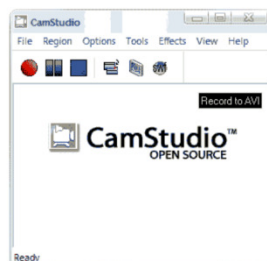
<http://www.screenr.com/>

Wink



<http://www.debugmode.com/wink/>

Camstudio



Start Download

downloadunzip.com

Instant Free Download: Unzip.
Start Here!



<http://camstudio.org/>

The JISC Digital Media guide to making a screencast



<http://www.jiscdigitalmedia.ac.uk/pdf/little-guide-to-screencasting.pdf>

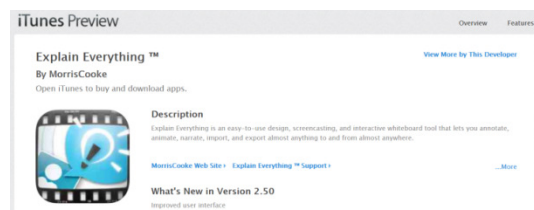
JISC Insight into screencasting



<http://moodle.rsc-em.ac.uk/course/view.php?id=267#section-2>

ipad app – Explain Everything

Explain Everything for ipad is a low cost screencasting app that enables trainers, tutors and assessors to annotate, animate, narrate, import, and export almost anything to and from almost anywhere. This app is particularly useful for short skills demonstrations or instructions on how to complete paperwork.



<https://itunes.apple.com/gb/app/explain-everything/id431493086?mt=8>

See below for an example of this in use.



http://youtu.be/53pu14l_c0M

Section 6: Developing digital, functional (English and maths) and employability skills

These resources are designed to raise awareness of how digital and functional skills can be developed in a training or workplace environment and provides examples of popular online functional skills solutions.

JISC Insight into digital, functional and employability skills



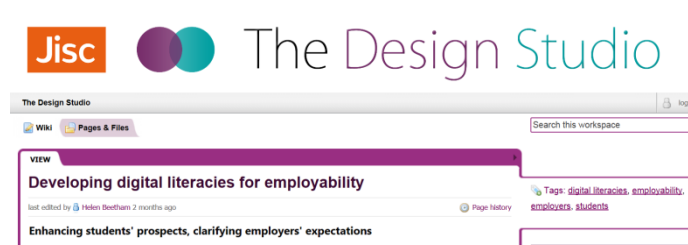
<http://moodle.rsc-em.ac.uk/course/view.php?id=267#section-7>

Adult Community Learning Essex (ACL) functional literacy



http://jisctechdis.ac.uk/discover_jisc/essexacl

Design Studio: Developing digital literacies for employability



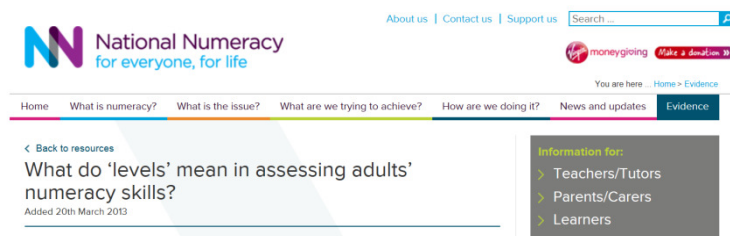
<http://jiscdesignstudio.pbworks.com/w/page/60225981/Developing%20digital%20literacies%20for%20employability>

JISC Insight into online delivery of functional skills



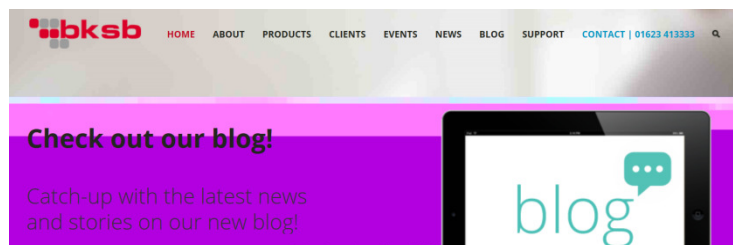
<http://moodle.rsc-em.ac.uk/course/view.php?id=267#section-7>

National Numeracy resources



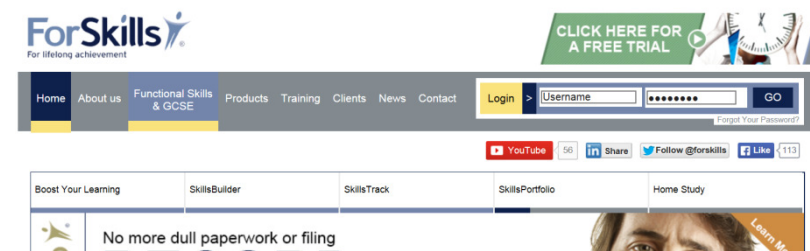
<http://www.nationalnumeracy.org.uk/resources/61/index.html>

BKSB



<http://www.bksb.co.uk/home/>

ForSkills

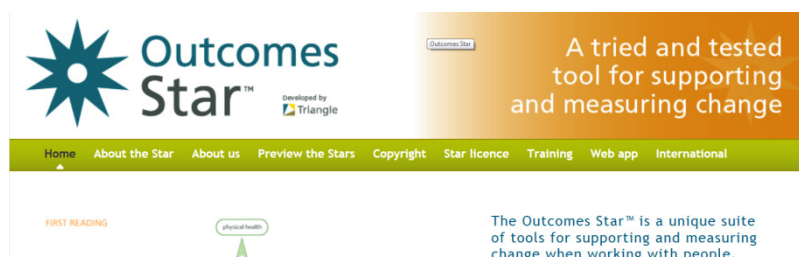


<http://www.forskills.co.uk/>

THE OUTCOMES STAR™

There are a number of resources available to assess young people and one such product is The Outcomes Star™ which is a unique suite of tools for supporting and measuring change when working with people and is an innovative tool for supporting and measuring change. This Star Online portal gives access to a Star licence, Star documents, guidance, on-screen Star completion, action plans and reports for individuals, projects and organisations.

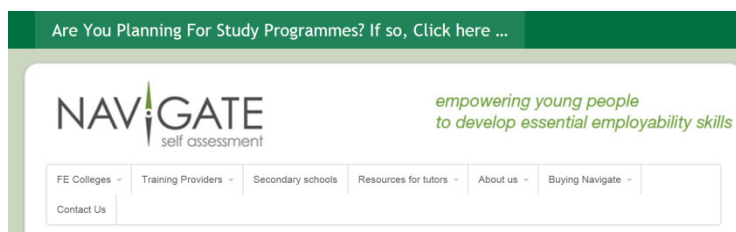
There is a facility to sign up for a 30 day trial to test out whether the process will benefit your learners



<http://www.outcomesstar.org.uk/>

NAVIGATE is an online software package for learners in schools, colleges and training providers. It is designed to support learners to assess and develop their employability, personal and social skills.

Navigate provides learners with an engaging initial assessment and then provides SMART targets and personalised action plans based on the skills that will most help learners to progress.

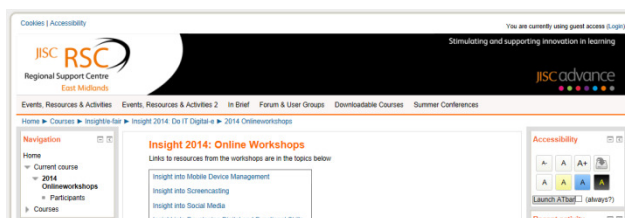


<http://www.navigationallearning.co.uk/>

Section 7: Social media

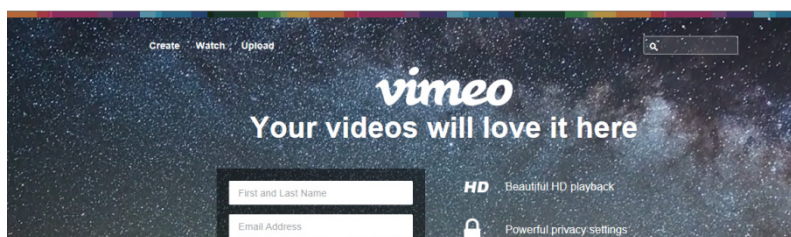
Social media such as Facebook, Twitter, LinkedIn, Instagram, YouTube and Blogs can be used to improve grades, retention, achievement and peer communication. They can also be used to track outcomes and progression

JISC Insight into social media

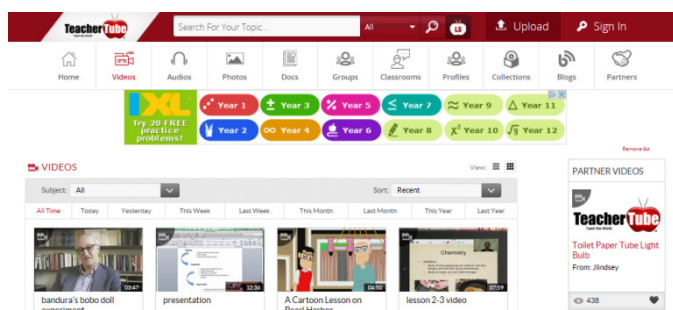


<http://moodle.rsc-em.ac.uk/course/view.php?id=267#section-3>

Alternatives to YouTube



<https://vimeo.com/>



<http://www.teachertube.com/videos/>

JISC Inform: Social media - who needs it?




<http://www.jisc.ac.uk/inform/inform36/SocialMediaForBeginners.html#.U7FHA1Rwaig>

Blogger getting started guide

Blogger Getting Started Guide

Watch our videos

Welcome to Blogger! This guide can walk you through how to create a blog, and help you familiarize yourself with the main features of Blogger.

 To start using Blogger, simply sign in with your Google Account. (If you use Gmail, Google Groups, or orkut, you already have an account.) If you don't have a Google Account yet, you can [create one now](#).

Contents

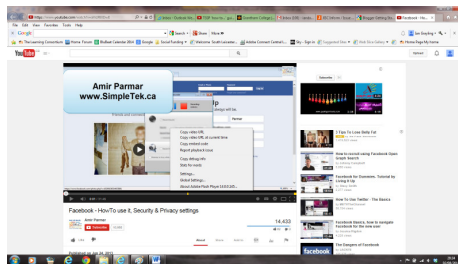
- Create a blog
- Dashboard
- Features

Get started with Blogger

- Blogger Getting Started Guide
- Blogger Template Designer
- About Blogger profiles
- Compatible browser and operating systems
- About URLs
- About the Navbar
- Posting & Editing

<https://support.google.com/blogger/answer/1623800?hl=en>

Facebook – How to use it, security and privacy settings



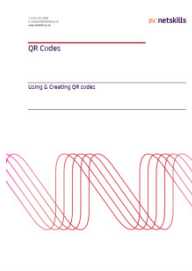
<https://www.youtube.com/watch?v=aVrzF6XDwII>

Provider practice – one provider sets up a controlled Facebook group for learners and uses this to remind them of meetings, summarise English and maths and work preparation sessions and upload videos.

Section 8: QR Codes and NFC Tag

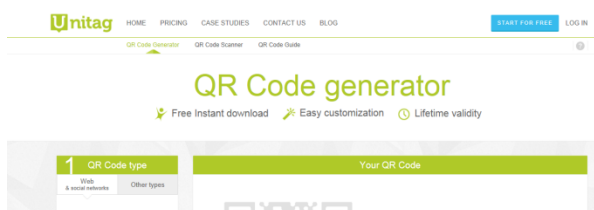
QR (quick response) codes are a simple way to link physical objects to online resources through mobile devices. A QR code is a type of two dimensional barcode, using a suitable app and a smartphone (or other mobile device) reads the code and that then triggers a response (usually a link to a website). The QR code system is mainly used in advertising to link potential customers to websites via QR codes on posters or in window displays, but it has a lot of potential for accessing information within traineeships. Near field communication (NFC) is a system that initiates radio communication between smartphones or other mobile devices and NFC tags by touching or putting the two in close proximity. NFC tags have similar functionality to QR codes but they are easier to read and the tags are re-writable.

JISC Netskills: Using and creating QR codes



<https://www.netskills.ac.uk/share/file/994>

Create QR codes using Unitag



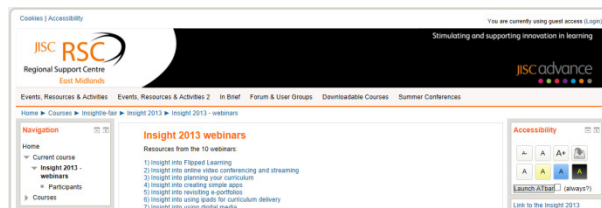
<https://www.unitag.io/qrcode>

How can I use NFC to engage my students?



<http://www.jisc.ac.uk/inform/inform38/QandA.html#.U7apL1Rwaig>

NFC webinar 8 from JISC Insight 2013



<http://moodle.rsc-em.ac.uk/course/view.php?id=253>

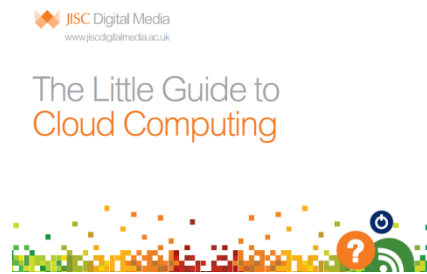
There are a huge range of free QR code generators including: QRstuff, Kaywa and QRafter.

There are a number of barcode scanning aaps available, some of which are free. These include: i-nigma, Neoreader, QRreader and Qrafter, QRDroid

Section 9 - Cloud computing

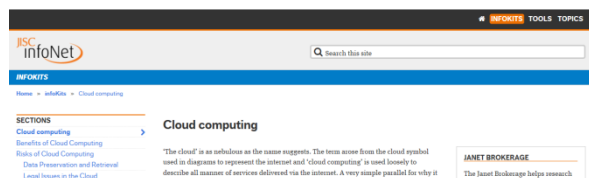
Cloud computing allows data, software and computing power to be stored and accessed from a shared, remote server. It allows students to access files from any computer or web enabled mobile device, can enable file sharing and provides a safer storage solution than pen or flash drives which can be prone to malfunction destroying valuable data.

The JISC little guide to cloud computing



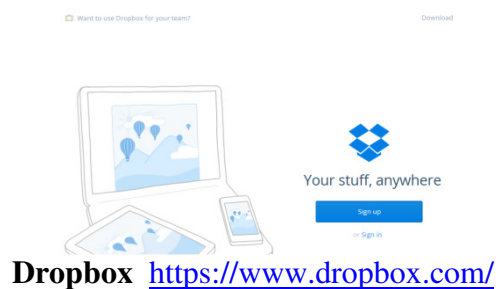
<http://www.jiscdigitalmedia.ac.uk/pdf/little-guide-to-cloud.pdf>

JISC infoNet on cloud computing



<http://www.jiscinfonet.ac.uk/infokits/cloud-computing/>

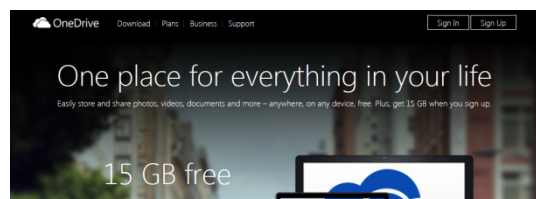
Popular cloud computing providers:



Dropbox <https://www.dropbox.com/>



Google Drive <https://drive.google.com/>



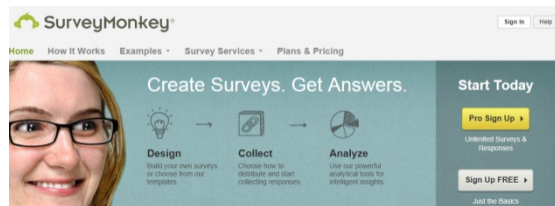
Microsoft One Drive <https://onedrive.live.com/>

Section 10 - On line assessment, questionnaires, evaluation and polls

These sites enable trainers, tutors and assessors to interact with learners to check understanding, seek opinions, evaluate teaching and learning and work placement experiences.

Survey Monkey

Allows users to publish online surveys in minutes, and view results graphically in real time. A free version of Survey Monkey is available.



<https://www.surveymonkey.com/>

Socrative Teacher

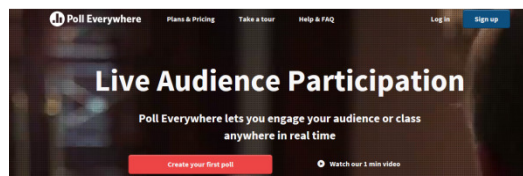
Learners respond to questions on mobile devices and the results show up in a bar chart on the trainers, tutors or assessors screen. Currently free to use within the educational community.



<http://m.socrative.com/lecturer/#lecturerLogin>

Poll Everywhere

Share polls with learners and gather results posted from phone SMS messages, computers or mobile devices. Various price plans including a free use option.

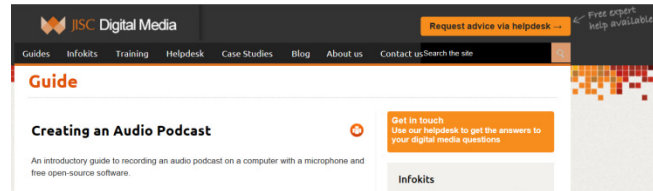


www.polleverywhere.com/

Section 11 - Creating an audio podcast

Allows trainers, tutors and assessors the option to record small instructional audio broadcasts in MP3 format which learners can download to play on mobile devices anywhere, and at any time.

JISC Digital Media guide to podcasting



<http://www.jiscdigitalmedia.ac.uk/guide/creating-an-audio-podcast>

Audacity

The popular free podcast audio editing tool.

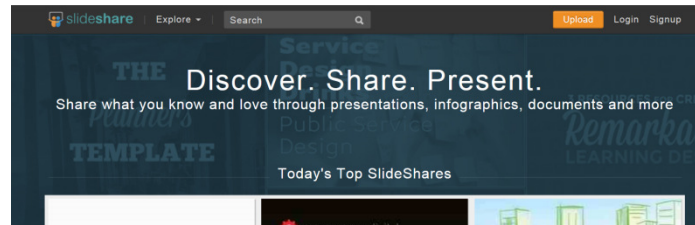


<http://audacity.sourceforge.net/>

Section 12 - Slideshow and presentation alternatives to PowerPoint

Slideshare

Offers users the ability to upload and share (publicly or privately) PowerPoint type presentations, Word documents and Adobe PDF Portfolios.



www.slideshare.net/

Prezi

Prezi is a cloud-based presentation tool that can be displayed or accessed from a desktop, tablet or mobile, it has a different look and feel to PowerPoint.

Prezis we think you should see.

Presenter Tips

Want to be more persuasive, compelling, and engaging on stage? Then take a look at the tips in these prezis.



10 Most Common Rookie...

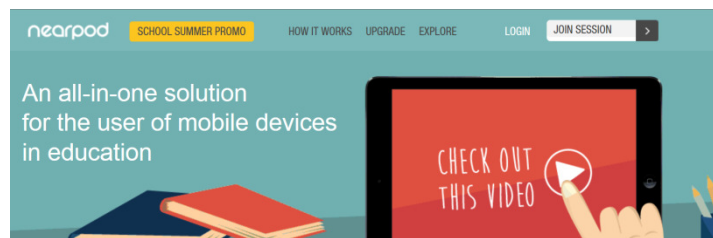


Presentation Tips

<https://prezi.com/login/>

Nearpod

Nearpod is an all-in-one solution for the use of mobile devices in education that enables trainers, tutors and assessors the facilities to easily create interactive multimedia presentations. This is another solution that is useful for demonstrating skills or explaining how to complete paperwork.



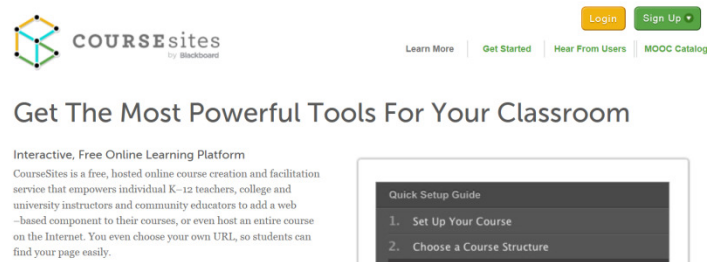
www.nearpod.com

Section 13 - Collaborative learning tools

These solutions enable interactive and collaborative learning between trainers, tutors, assessors and learners.

CourseSites live from Blackboard

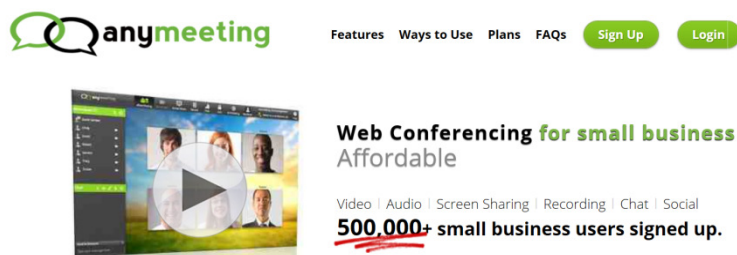
CourseSites is a free, hosted online course creation and facilitation service that enables trainers, tutors and assessors to post and update course material, promote collaboration and interact with students anytime from anywhere.



<https://www.coursesites.com/webapps/Bb-sites-course-creation-BBLEARN/pages/learn.html>

Any Meeting

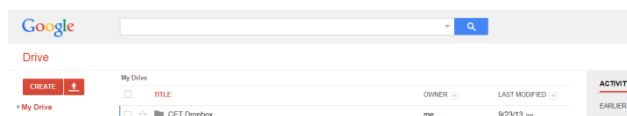
Any Meeting is a free web conferencing and webinar service that enables trainers, tutors and assessors to collaborate and interact with students at anytime from anywhere.



www.anymeeting.com/

Google Docs

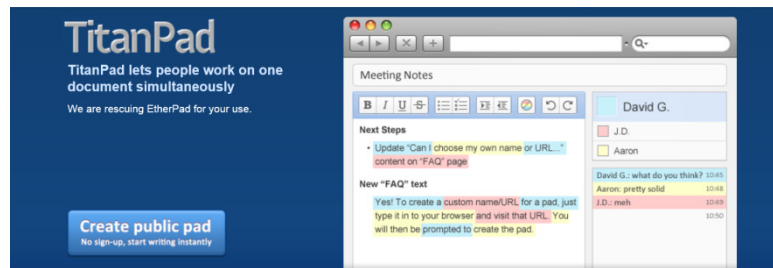
Google docs allows users to create and share work online and access documents from anywhere. Google Docs is free to use.



<https://docs.google.com/>

TitanPad

TitanPad allows multiple users to work on one document simultaneously in real time, it is free to use and requires no sign up.

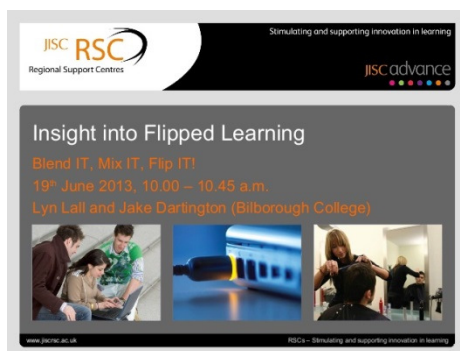


<https://titanpad.com/>

Section 14 - The flipped classroom

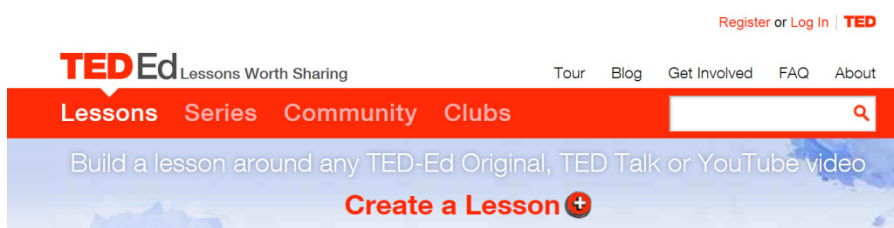
The flipped classroom is a blended learning concept by which learners learn new content online by watching video or presentation lectures outside of class and then consolidate the learning through face to face exercises in class with trainers, tutors or assessors. This process offers a more personalised interaction for the learner and many of the aforementioned resources can be used to record, capture and broadcast the video or presentation lectures.

JISC Insight on the flipped classroom

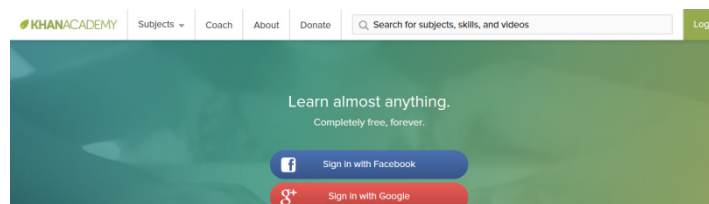


<http://moodle.rsc-em.ac.uk/course/view.php?id=253#flipped>

Flipped learning examples



<http://ed.ted.com/lessons>



<https://www.khanacademy.org/>

Section 15 - Creating your own apps

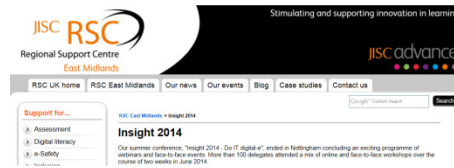
This presentation briefing from the JISC Centre for Educational Technology and Interoperability Standards provides information on creating your own apps and contains links to additional web resources.



http://publications.cetis.ac.uk/wp-content/uploads/2011/10/Mobile_Web_Apps.pdf

Section 16 - JISC technology toolkit links

JISC Insight 2014



<http://www.jiscrsc.ac.uk/eastmidlands/insight-2014.aspx>

JISC TechDis (technology inclusion advice)



<http://www.jisctechdis.ac.uk/>

Appendix A Eligibility checklist

