

ESSENTIAL DIGITAL SKILLS ACTION RESEARCH PROJECTS

**FINAL REPORT ON THE EDS ACTION RESEARCH PROJECT –
DEVELOPING COLLEAGUES' DIGITAL COMMUNICATION AND
COLLABORATION SKILLS**

Coventry Adult Education Service

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For further information regarding the EDS Action Research programme and this project go to <https://ccpathways.co.uk/essential-digital-skills/>.

The programme was delivered on behalf of the Education and Training Foundation by -



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Final report - Developing colleagues' digital communication and collaboration skills

Coventry Adult Education Service

This project took a diverse approach to Coventry Council colleagues' digital skills development with individual tutors experimenting with use of Google Jamboard, Forms and Sheets and setting up and managing Zoom webinars. The council staff, who were the learners using the resources, commented via video feedback that they had expanded their skills and gathered some very useful evidence for their Essential Digital Skills (EDS) portfolios.

Summary

This project aimed to use an action research approach to investigate digital learning and the effectiveness of learner-led digital activities. We wanted to detail what methods of delivery would be best suited to fully engage learners with low or no digital skills using the EDS framework. The focus group was Coventry City Council staff who needed to improve their digital skills for work and for daily life. We hoped to see how the activities impacted on engagement, achievement and progression.

We used three interconnected methods of delivery:

1. use of a video conferencing platform (Zoom); The use of Zoom enabled staff to learn how to use a platform that could be used outside of the workplace to communicate with family and friends, enriching life skills.
2. use of Google Jamboard to foster learner collaboration; The use of Jamboard gave a rich evidence gathering, collaborative, interactive formative assessment tool for learners and tutors.
3. use of Google Sheets to promote learner collaboration online; The use of Google Sheets enabled synchronous and asynchronous working on a group activity.

Rationale

The aim of the project was to support learners (in this instance Council staff) to improve their digital skills for work and also within their daily lives. With circumstances due to the pandemic moving learning and work online, it has never been more important to support people to develop their digital skills.

The staff targeted were in those areas of the Council where use of digital skills for communication and work were low. Learners may have had no access to IT equipment other than a mobile phone. Thus, we are focussing on 'hard to reach' learners who are becoming increasingly disadvantaged in the modern world. As mentioned above, learners will learn how to use a video conferencing platform (Zoom) as a means to communicate for work purposes and in their daily life i.e. to communicate with family and friends and to help their children.

The action research also considered activities to foster online collaboration through the use of tools including Google apps, Jamboard and Google Sheets. The Google Suite was an online offer available for tutors to utilise as part of the wider online

teaching and learning experience created through the COVID-19 pandemic. Tutors were instrumental in choosing these approaches.

"We have shared our findings as well as some of the projects we have created for ourselves and inspired each other to try different methods that each of us have created for our own classes when appropriate."

The tools were also chosen by the tutors because of a curiosity to develop new ways of interacting with learners in an online environment that was ever evolving. The impact was measured against how well the learners engaged with the activities and how they used their new digital skills to better communicate both at work and in their daily life.

Approach

An initial advert was listed on the Staff Intranet to capture the interest of individuals who want to develop their digital skills as well managers who know that they have identified staff with low/no digital skills. The initial expressions of interest were captured via a shared document by the Council's Admin team (Appendix 1).

The expressions of interest were then followed up and processed via a newly-designed Initial Advice & Guidance (IAG) form by the tutors within the action research group. The forms were used to note learners' starting points (Appendix 2).

Individual learners were supported at every stage to get them to be able to engage online and were introduced to the online conferencing platform, Zoom. Three ICT tutors delivered the teaching of skills to enable learners to participate in EDS. Basic skills in the use of the internet, applications – such as Google Classroom, Google Sheets, Zoom and email were delivered to staff using pre-Entry Level 3 community learning courses to enable participation in EDS at Entry Level 3. Some staff members did not have the basic skills to engage prior to attending sessions with Adult Education.

The research project enabled the tutors to 'think differently' about their approach to EDS and their delivery styles. The new thinking brought about creative use of digital collaboration tools (Google Jamboard and Google Sheets) and the effective use of Zoom. Each tutor as a member of the project team facilitated one aspect of the activity.

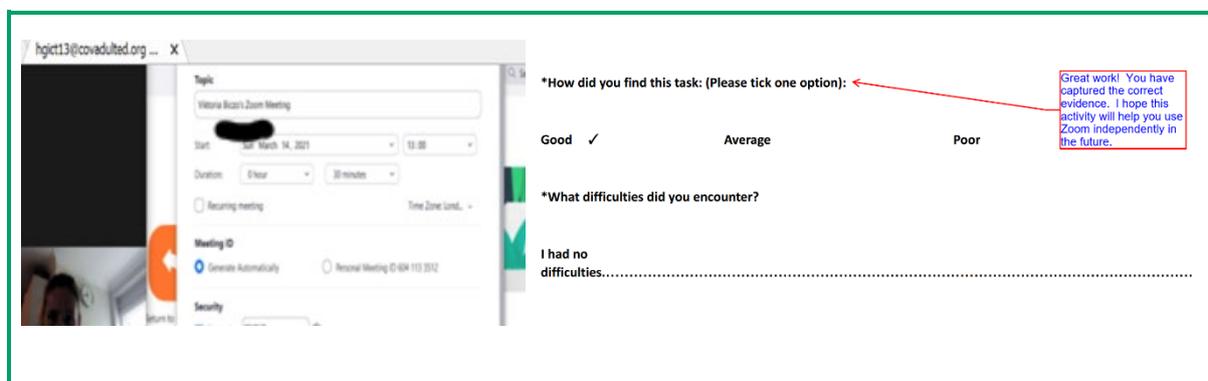


Figure 1: Screenshot of a learner setting up a Zoom meeting

The learners took part in the EDS activities during class time and then as homework, putting the strategies into practice in their daily lives (e.g., setting up a Zoom meeting with family or friends) (Appendix 3). The use of Jamboard was found to be very effective as a means to facilitate formative and summative assessment (Appendix 4). Learners collaborated on a Google Sheets activity that brought about skills in team working and sharing (Appendix 5).



Figure 2: Screenshots of Jamboard activities

Feedback from learners was gathered in written, recorded audio and visual forms on a weekly basis (session by session), and on completion of a unit of activity to clarify that learning had taken place. The reason for the differing forms of evidence/feedback was to embrace additional online tools, personalising feedback for learners who would normally have a face-to-face conversation with their tutor. It added variety to the gathering of evidence, analysing achievement of learning objectives mostly for formative assessment.

Professional learning: Evidence of changes in teaching, learning and assessment practices

The creation of the activities brought about an invigorating experience for the tutors, as practitioners. The use of a 'multi-use' document that captured initial advice and guidance and primary learning objectives made it easier to target activities to individual learner's needs.

The processes of trialling the digital activities and receiving feedback from peers and learners enabled changes to be made to each activity and a growth in the approach to teaching learning and assessment practices.

Individual tutor reflections (Appendix 7) also improved subsequent delivery of the activities. Online practices (use of Jamboard, for example) helped teachers and learners build up an evidence base and the Jamboard activity was also very useful as an assessment tool. Learners really enjoyed engaging with the Jamboard and its use created new ways of capturing learner responses to activities set using online versions of sticky notes. It was quick and 'convenient' with a real sense of

immediacy as tutors could post images or stickers saying 'well done!' which appeared right away.

Tutors have also collaborated, asking their peers for feedback on work they had created. Managers from vocational areas of learning are asking for training in the use of Jamboards for their tutors after hearing about its success on this programme.

"...using formulas in Google Sheets, working collaboratively so the learners could see what the other learners were doing. If a learner made a mistake, the other learners could easily offer advice and encouragement."

Engagement with the digital tools enabled learners to see their learner journey through the activities creating a 'can do' attitude and collaboration and participation were enriched by the activities. The increase in collaborative working also supported asynchronous learning and allowed learners to 'catch up' if needed. The asynchronous part of the collaboration came about because one of the learners was at work and unable to attend the class but was still able to take part in the group exercise at a time that was convenient to them and input into the Google Sheets.

Evidence of learning and impact of learning was able to be captured on the equivalent of one sheet of paper, recorded digitally (Appendix 2).

Evidence of improved collaboration and changes in organisational practices

As a result of the project more emphasis has been placed on the upskilling of Council staff with no/low levels of digital skills, enabling them to achieve the EDS qualification as a route to further CPD and greater digital inclusion.

Use of Jamboard enabled collaborative approaches to be developed, with learners and teachers working together on various aspects of the EDS qualification (see examples in Appendix 8).

The sharing of cross-curricular good practice stemming from the project proved motivational. This was showcased during a whole Service event which took place in April 2021 during an online staff development event. Many tutors commented that they would find the activities useful to trial in their respective curriculum areas.

The tutors involved in the project have experienced their first delivery of sessions to the whole service and are now being invited to other curriculum areas to share the project findings. Communication has also increased within the team of tutors as they explore more options such as an application called Mote, which can be used for recording feedback to learners.

Evidence of improvement in learners' achievements, retention and progression

Learners have engaged with the activities and their feedback has helped activity revision for future sessions. Some learners have developed in resilience and independence, for example, trying out activities in a supportive, collaborative space can encourage people to 'give it a go'.

Learners have shown a more developed realisation of how digital skills impact their lives at work and home. They are also implementing their EDS learning within their

daily work activities, empowering efficiencies and productivity. Examples of learner feedback illustrate this (further examples can also be seen in Appendix 3).

"Today's learning about Google Sheets was really informative, as I am already doing my Level 1 maths and that helps me doing my tables and graphs. I enjoyed working together with my classmates and the way our tutor guides us."

"Today's lesson was very informative... I just need more practice and I will be able to use this skill in my work I carry out for the City Council, thank you."

Learners worked towards targets set, evaluating their own progress as they achieve targets which may be written and/or oral. The learners' individual learning plans therefore formed part of the evidence of progress and impact.

The demonstration of learner skills was collected through recordings of activities e.g., a learner hosting a successful Zoom meeting. Learners 'know' the skills they have acquired and how to use them effectively at work and at home:

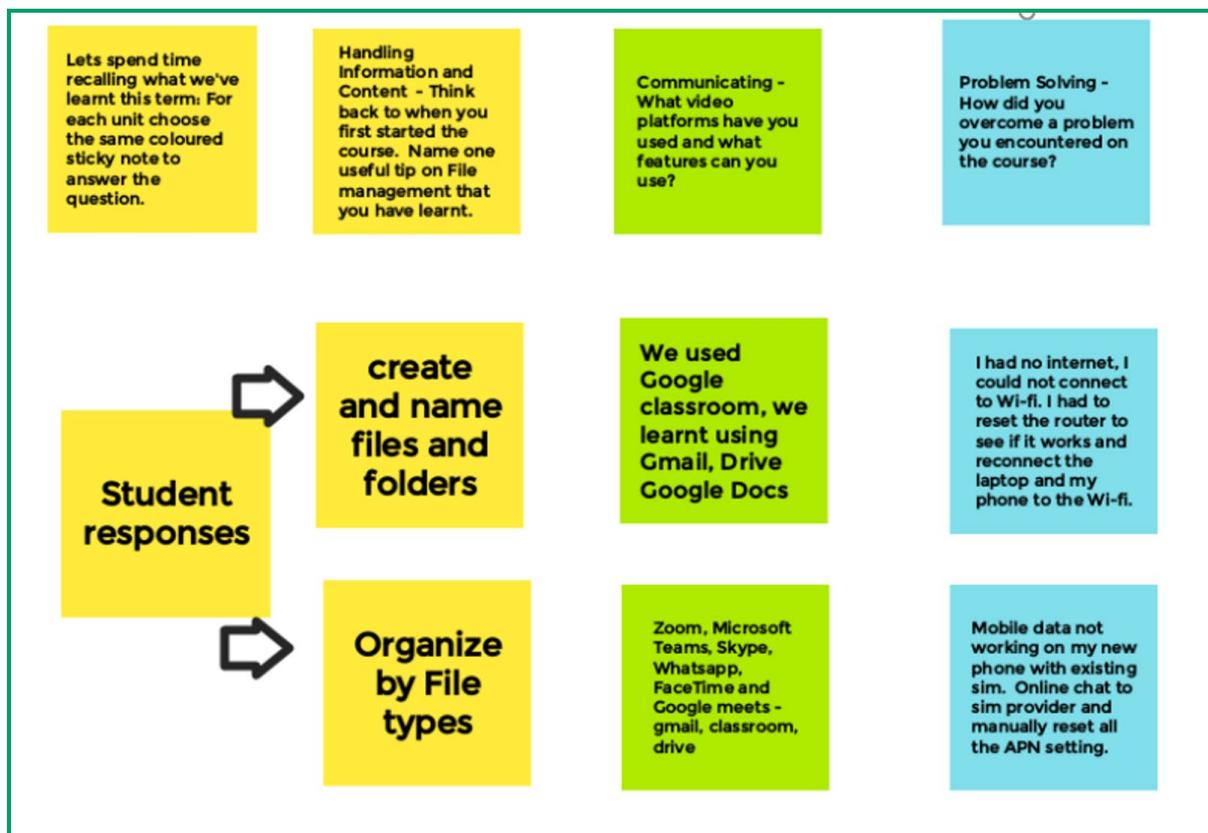


Figure 3: Screenshot of Jamboard activity

(Further examples can be seen in Appendix 6).

Learning from this project

This project contributed to an ongoing developmental state for the EDS programme, especially the varying aspects of collaboration on learning and assessment for learners and tutors alike. Improved inclusion was the forerunner for this project and the aim for it and beyond, instead of looking inward, we decided to look outward, to

'think outside the box'. The improved inclusion related to the bringing together of individual tutors that had been working in silos on the delivery of their teaching and learning remit. The tutors became a 'team' again. The creativity that was once a vibrant part of the delivery of digital skills, was re-ignited through collaborative working and the development of the project from conception.

Working digitally actually supported assessment and helped evidence learner progress. Before conducting the research, we previously felt that digital facilitation would be more difficult as we had to move away from face-to-face learning. Additional 'sharing' sessions and development sessions have been planned over the coming months to enhance delivery of teaching and learning activities.

There is now a new 'open door' to finding different innovative ways of working to facilitate initial, formative and summative assessment. The discovery of new tools for gathering evidence of learners' learning has created a continuous professional development aspect to the thinking of the tutors. No longer do they have to 'just fill in the assessment paperwork!'

"I have been able to offer a different approach for each learner to accommodate their style of learning, their reasons for learning different things and their requirements within their own individual jobs or personal projects."

There is a correlation between this project and the results that have come from the collaborative ways teaching and learning has been conducted which tell us that use of digital platforms can impact the lives of tutors and learners alike. The digital skills gained bring a 'social' and 'well-being' element to the learner journey as they use the skills learned to communicate in their communities and abroad.

This project has highlighted the need for EDS in the lives of all staff, especially staff that have been disadvantaged and excluded for lack of digital skills.

The ICT curriculum team are now exploring ways of offering EDS to ESOL learners and encouraging more cross-curricular collaboration, looking at ways of embedding EDS into the ESOL programme.

It is very early within the life of the works that have been opened up. There is more to explore, try, investigate and implement and share. We look forward to seeing how these activities continue to impact on engagement, achievement and progression.

Appendix 1 – Form for capturing initial expression of interest

This table captured the initial expression of interest of staff and their requirements and allocation of tutor.

				Allocation (for ICT Managers use only)					Progression - Summer Term
Date	Name	Mobile	Email	Tutor	Comments	Advice & Guidance Received from Tutor	Course Code	Session daytime	

Appendix 2 – IAG Form



Assessor Advice & Guidance Statement

Candidate Name	██████████	Assessor Name	██████████
Candidate Department	Care	Date:	22-2-2021
Discussion on Candidates Intent <i>(What does the Learner want to learn and why)</i>			
<p>I spoke to ██████████ and she is interested in improving her computer skills especially using Excel to do her timesheets as they are all online now. She hasn't used Excel before.</p>			
Discussion on Advice & Guidance – Implement <i>(What advice have you given – What recommendations have you made? Is the learner happy with the advice?)</i>			
<p>██████████ works irregular shift patterns and sometimes works nights. She is free on the Friday 5th March and the 19th though if there is a suitable Learn IT Friday course for her. I said I would get back to her once I know if there is course for her to do on Fridays. She hasn't used Zoom before, so may need a session beforehand to get her used to it.</p>			
Outcome of Advice & Guidance Session <i>(Complete this if the Learner is enrolling onto a course)</i>			
Course Offered & Level			
Start Date, Day & Time of Course			
Assessor			

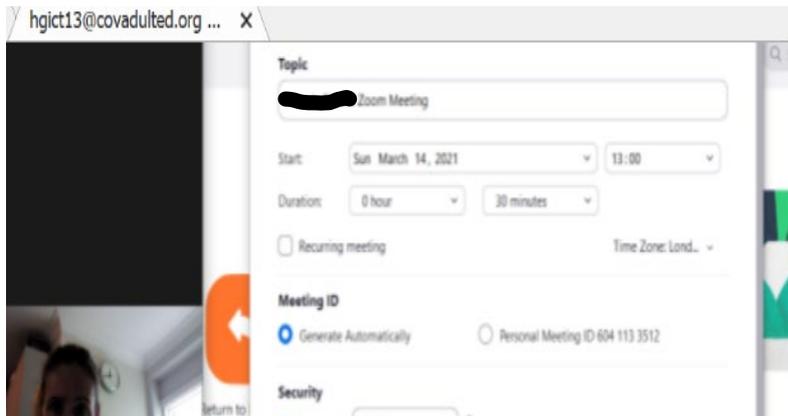


Impact on Candidates Skills (During/After course completion) <i>(For work / home)</i>

An initial advice and guidance form that captures the staff member starting point and reviews/evidence of learning and the impact the learning has had on skills for work and life.

Appendix 3 – Learner use of Zoom

After teaching had taken place in the use of Zoom the staff member was able to set up her own Zoom session.



***How did you find this task: (Please tick one option):** ←

Great work! You have captured the correct evidence. I hope this activity will help you use Zoom independently in the future.

Good ✓

Average

Poor

***What difficulties did you encounter?**

I had no difficulties.....

***If you were to do this task again, would you need help with it? (delete as applicable)**

No

Appendix 4 – the use of Google Jamboard for initial, formative and summative assessment

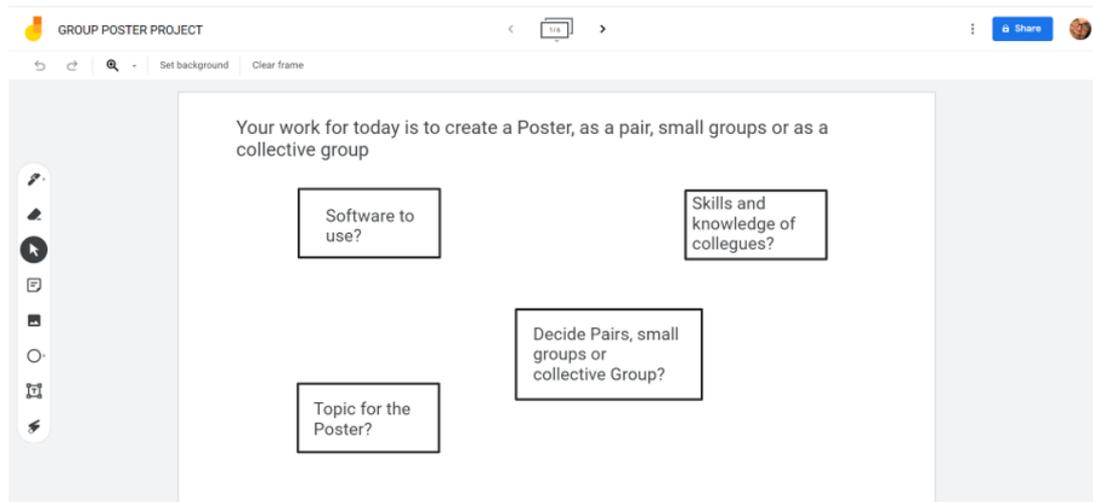
OUTLINE

1. Discuss, what software could be used to create their poster.
2. Discussion with the learners, what type of Poster they will be creating
3. Divide into Groups dependent on the number of learners Pairs, Small Group or Collective
4. Help the groups out with Advice and guidance to achieve their end Poster such as:
 - Software to use
 - Discuss Skills of others that can be used
 - Knowledge of the Topic Chosen
5. Suggest that review other similar posters that maybe online to inspire them, but remind them of copyright infringements
6. Critic their Poster for improvements
7. Invite other Groups to suggest Improvements that could be made
8. Critic each others end product, for future Projects

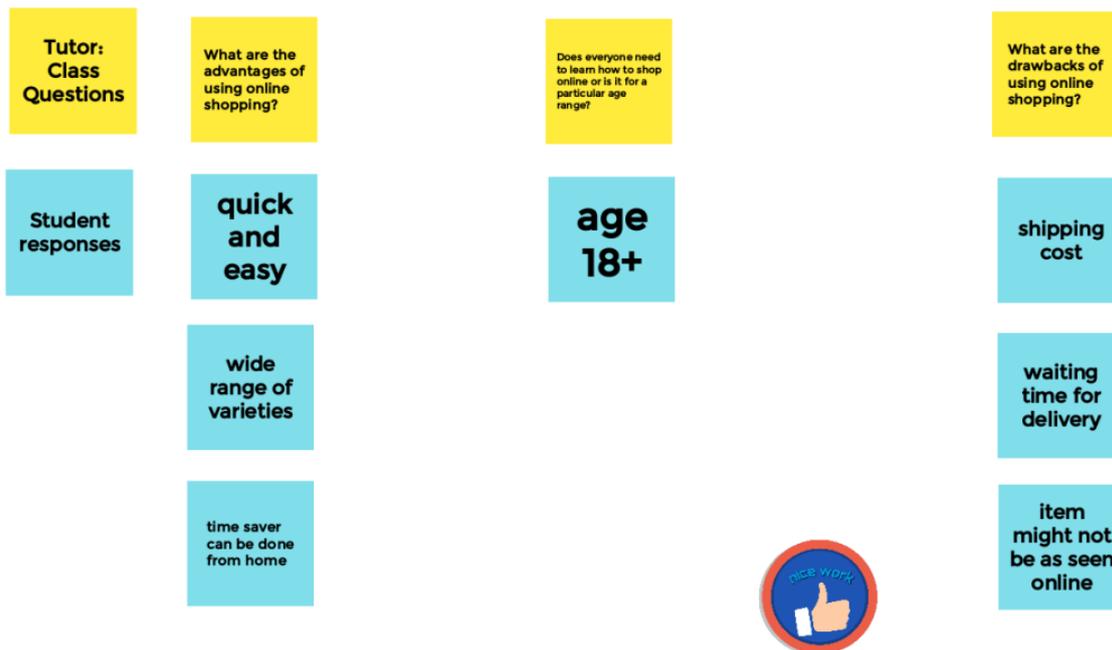
The tutor used this exercise on the Jamboard to get the learners to work in groups. The Jamboard was new and the tutor was exploring ways to use it.

GROUP POSTER JAMBOARD

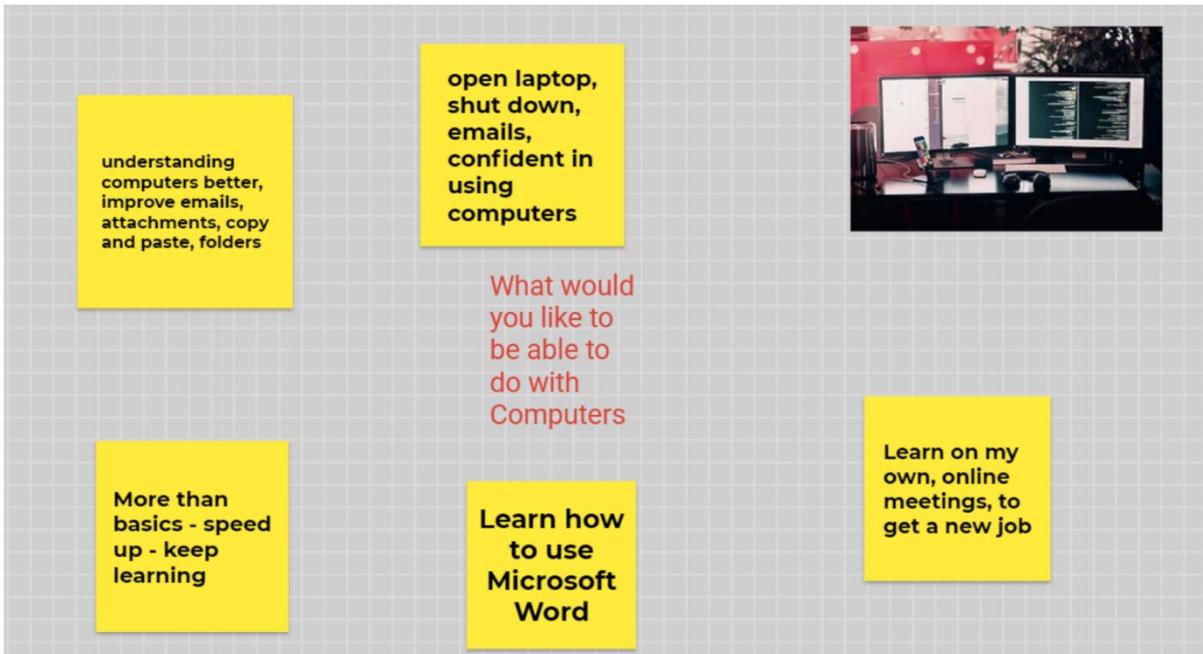
JAM 1 of 6



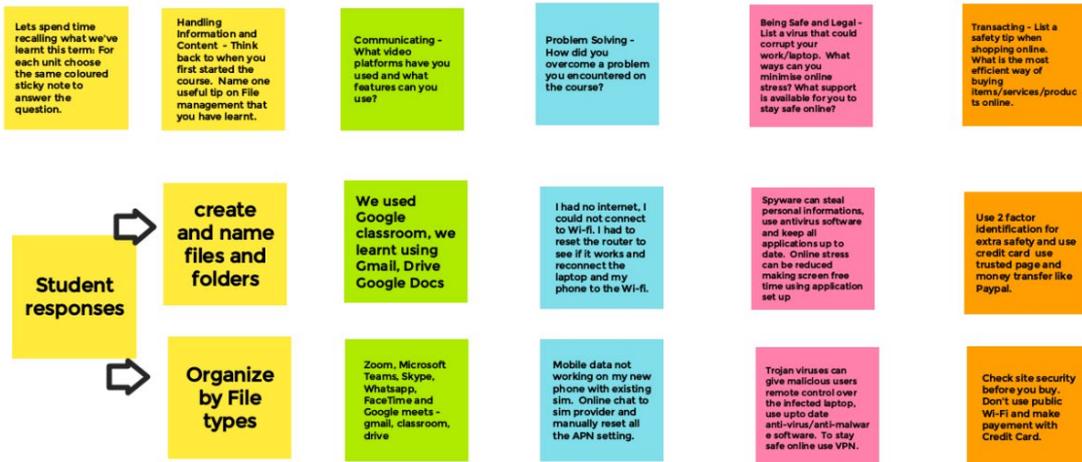
The EDS -Transacting Unit was used for this Jamboard for a formative assessment activity showing how easy it is to analyse responses and give instantaneous feedback with a quick 'thumbs up'.



Using a Jamboard with learners for initial assessment, an easy way to break down barriers at the beginning of a session/course.



The Jamboard is used effectively for an individual learner EDS consolidation activity with tutor feedback



Excellent work - You have picked out the most important aspects in the Essential Digital Skills course.



Appendix 5 - Using Google Sheets

Fruit	Apples	Pears	Oranges	Bananas	Plums	Total
Jan	36	38	26	35	24	
Feb	40	26	37	46	39	
Mar	53	23	84	55	44	
Apr	66	44	88	59	50	
May	76	49	87	66	59	
Jun	79	55	90	71	62	
Total						

An example of one of the Google Sheets that the learners worked collaboratively on. Enabling synchronous and asynchronous group work.

Appendix 6 – Learner reflections

A learner said:

“Today's learning about Google Sheets was really informative, as I am already doing my Level 1 maths and that helps me doing my tables and graphs. I enjoyed working together with my classmates and the way our tutor guides us. Everyone showed positive attitude and enthusiasm in the class. I'd love to have more work sheets for practice.”

One learner said in the feedback:

“Today's lesson was very informative, I have got the basics of it, I just need more practice and I will be able to use this skill in my work I carry out for the City Council, thank you.”

Appendix 7 - Tutor summaries

Tutor 1 summary: Work with webinar platforms

Finding out how I can become a better teacher has been very successful for myself and the colleagues I work with on a regular basis. We have shared our findings as well as some of the projects we have created for ourselves and inspired each other to try different methods that each of us have created for our own classes when appropriate.

The goal in doing action research is to find methods to EXPERIMENT with multitude of ways to help learners make the progress they need to gain a qualification or to be confident in their tasks when using their computer and its software for work or personal use.

Why use action research?

1. Your learners benefit as your teaching becomes more effective.

I have found the learners have become more confident in using the software that is available to them, so increasing their IT knowledge. Started with using TEAMS and now have experienced using not only Teams but Meets and Zoom. Learners can turn on and off the camera and microphone. Also, can raise their hand as this was required for one of the meeting the learner was attending. It becomes useful for the learners to share their screen rather than me just sharing mine all of the time and can now use this skill in meeting themselves.

2. You benefit as you extend your teaching approaches.

I have found it rewarding to see my learners enjoying different ways to learn, using new technology which has become more popular due to online classes, due to the COVID-19 lockdowns. I have been able to offer a different approach for each learner to accommodate their style of learning, their reasons for learning different things and their requirements within their own individual jobs or personal projects.

3. If you can share your insights with other teachers, they think about adapting some of their own approaches.

I have been using Google Classrooms to teach my subjects for a year now and have meeting with my fellow colleagues and discussed the ups and downs of using the software. I have experienced mainly ups for using this on a continuing basis even when the COVID-19 situation has hopefully gone and face to face teaching returns. I feel that some of the things that I have implemented into my classes, will not only have to be used online. The exams that I would usefully get them to input the answers themselves, could still be done within the google classrooms and using the google Jamboards for them to complete and then return to me. They will record the evidence of when and what time they were completed and by who, giving me all my evidence to be able to pass on the official external verifier. A winner all round for learner, teacher and external verifier.

All round I have found exploring and researching different methods that are available to us as teachers had made the lessons, I teach more accommodating for the learners and easier for me to manage. A brilliant experience for all.

Tutor 2 summary

The Process:

For the Communications unit I needed to ensure learners were able to demonstrate their knowledge and skills involved in managing contacts and communicating with individuals and groups. This qualification is aimed at adults with little or no prior knowledge of using digital devices or the internet and it was important to ensure that they could use IT skills to communicate through a video call. As a starting point it was important that learners knew how to create contacts when using their emails account, this way they could send out invitations to a video call.

Having gone through the basics of creating contacts, sending and receiving to individual and multiple recipients, we moved on to understanding how to initiate and participate in a video call. To ensure learners knew how to use this outside of the classroom we discussed why we would need to make video calls and understanding that communication can be more than just sending emails or text messages and people can call friends/relatives in other countries or help their child with their homework and achieve this in real time. As there are several software packages that are capable of doing this, I decided to introduce the students to Zoom which is the most popular video call platform. As part of the class activity, they demonstrated using a video conference call using zoom to call one person to begin with and then adding more people onto the call and sending out an invitation. Learners use their knowledge and understanding of zoom software to invite learners to a call.

To measure their learning outcome and ensure that a fair formative assessment has been completed I wanted to ensure that learners were able to apply the skills outside of their class therefore, they presented in class examples of using zoom and scheduling a call with their family or friends and screenshot this as part of their evidence for class work. Further to this task they were able to develop further skills by learning how to use the chat box, sharing their screen and changing their profile settings. The extension tasks were useful to challenge the learners and at the same time show them what else Zoom can do.

The Activity:

Once learners became confident in using the basic features, they were able to input towards their learning but choosing certain zoom features to learn about and this allowed them to control their own learning rather than always following the teacher's criteria. It worked well as learners were able to reflect on what they had already done and what they wanted to improve on.

Impact:

The outcome for learners from this exercise enabled them to manage their video calls and share with their friends and family their new-found skills they had learned, for example one learner decided to show his family how to use the share feature and they were able to play a quiz.

Upon teacher's reflection I could see how the tasks that I had set could be improved to explain the task in more detail, for example when setting up a Zoom meeting, learners were not sure whether to show me a screenshot of them scheduling a

meeting from the Zoom app or whether they had to sign into zoom and just show the email sent to their invitees. To overcome this, I decided to use the Mote feature in Google to give them verbal feedback and what they needed to present. This worked well and I was able to incorporate this into my future resource pack for this part of the course. It's very easy to miss out certain aspects when teaching the communications unit, however the features and training given this term (EDF) have enabled me to utilise the best possible skills to deliver the course, for example the training on a Friday using Quizlet has helped me in my resource planning.

Tutor 3 Summary

This project was interesting as it encouraged the use of collaborative learning, which is particularly important for teaching online. Learners were assisting and encouraging each other like they would do in a classroom setting. This was beneficial to their learning and helped them to bond as a group, get to know each other, which assisted in them working together in further activities.

The purpose of the activity that I carried out for the project with the learners was to do work using formulas in Google Sheets, working collaboratively so the learners could see what the other learners were doing. If a learner made a mistake, the other learners could easily offer advice and encouragement. Most of the learners were new to Google Sheets but had previously in class done work on Google Docs, so they were familiar with the commands. Firstly, I demonstrated how to insert a formula for a column and then I asked the learners to do so individually. If they needed assistance, they could easily ask either the tutor or the other students. This helped in forming the group's cohesiveness as well as enhancing their skills in using Google Sheets. Once they had completed adding the formulas to calculate the totals for the columns, they then went on to do the same for the rows. After this collaborative exercise was finished, the learners were then confident to be set work and given an exercise to complete by themselves.

One learner found it difficult getting into Google Sheets for the first time, so in the future I will send instructions prior to the lesson which will give the learners more of an insight into what we will be doing in preparing them and this will also improve their confidence. Additionally, another option would be to do a breakout session with learners who need additional support in accessing Google Sheets prior to us carrying out the exercise. This would again give them more confidence when using the software that they are new to and haven't used before.

The learners worked very well together and said that they enjoyed working as a group and found it beneficial to their learning. They said that they would like to do more work on Google Sheets as a group and were going to try using it at home before the next lesson. One learner said in the feedback, "today's lesson was very informative, I have got the basics of it, I just need more practice and I will be able to use this skill in my work, I carry out for the City Council, thank you."

Another learner said, "Today's learning about google sheets was really informative, as I am already doing my level 1 Maths and that helps me doing my tables and graphs. I enjoyed working together with my classmates and the way our tutor guides us. Everyone showed positive attitude and enthusiasm in the class. I'd love to have more work sheets for practice."

As previously mentioned, the majority of learners were new to using Google Sheets but after the lesson they said that they will be able to use it both for work in recording weekly expenditure, costings, etc and for their personal life in doing household budgets, as they say in the recording of the lesson.

This project was interesting both for the learners and the tutor in seeing how beneficial collaborative learning can be and especially when the teaching is online without the face-to-face contact. The feedback from the learners will be used in

planning future teaching and the amendments and changes will be taken into account from the activity involved.

It was also useful to see the areas other tutors were working on in this project and to observe the changes they were making to their teaching. I have already tried out some of the activities with my learners, such as using the Jamboard, for warm-up activities and group discussions, and using Mote to give voice feedback on learners' work, which the learners have found beneficial to their learning.

Appendix 8 – Peer feedback

Feedback from peers using Jamboard for the first time

Thanks for sharing!

It's a great Jamboard and I would adapt this for my learners by making the questions trickier (towards the end of the course as part of consolidation) by stating the opposite to the verbs/adverbs you have used.

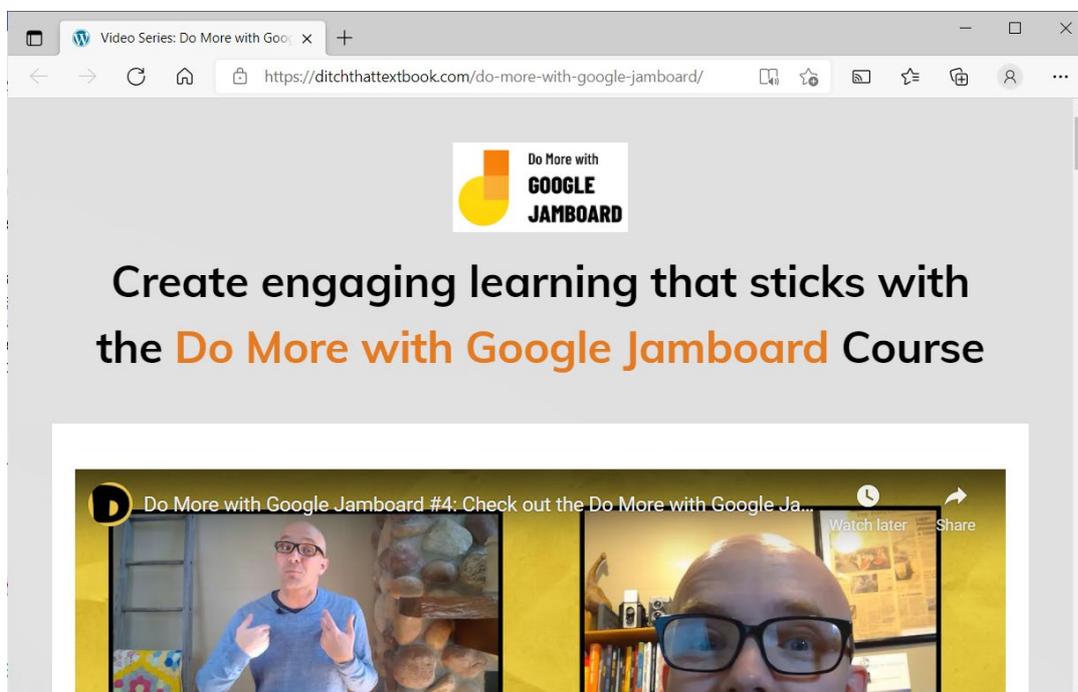
I would use this activity for student engagement rather than for a final assessment as it tends to be for recalling a fact rather than recalling the information. The 50/50 probability of this activity gives leeway for students to guess. - HG

Looks like we all like the Jamboards! Team Jamboarding!!

This activity works well as an initial icebreaker at the start of the course, which we've used for a long time now, so I would adapt this by implementing more self-regulating quotes, this way learners can start to think about the reason, long term achievement of a skill and how it will benefit their own goal, making it more purposeful to them.

Thanks for sharing. This is a good exercise for our curriculum to reflect upon. - HG

Additional resource for Jamboard



The screenshot shows a web browser window with the address bar displaying <https://ditchthattextbook.com/do-more-with-google-jamboard/>. The page content includes a logo for 'Do More with GOOGLE JAMBOARD' and the main heading 'Create engaging learning that sticks with the Do More with Google Jamboard Course'. Below the heading is a video player showing a man in a blue shirt speaking, with a 'Watch later' and 'Share' button visible in the top right corner of the video frame.

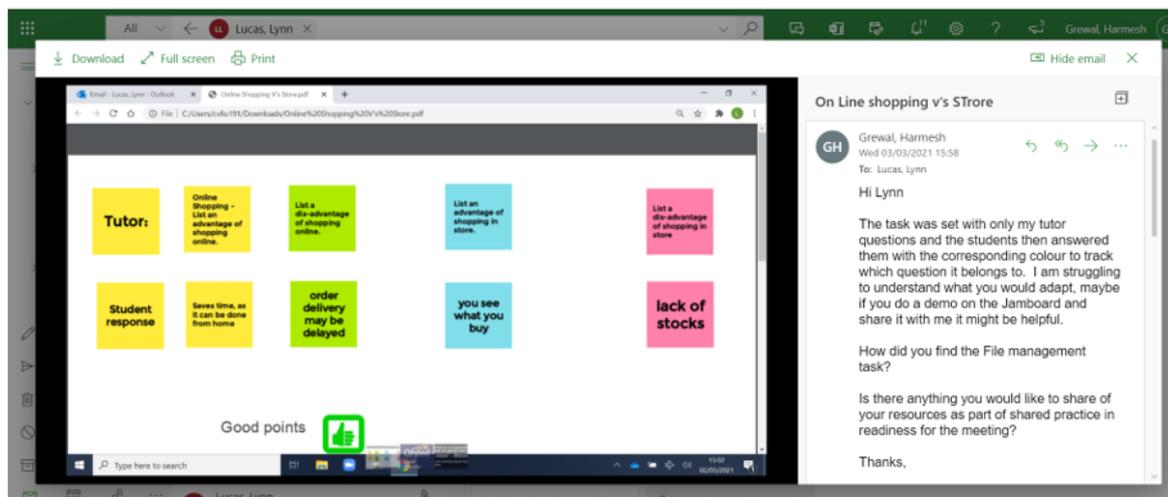
<https://ditchthattextbook.com/do-more-with-google-jamboard/>

Learner feedback for Google Sheets activity

A recording of a tutor gathering feedback from learners about a Google Sheets activity -

<https://youtu.be/OY2xP9Gdmnk>

Adapt activity as per colleague feedback



I would adapt my activity as per colleagues suggestion:

Using various colours with answers to match up-to the corresponding statement.

To extend: arrows on answers and giving options of how to check this feature online. Eg lack of stocks (look for number in stock) For the Delivery option (look for click and collect to overcome delays)

Lesson plan notes

Lesson Plan - Notes

Reflection: Video for online shopping gave an intro into why we shop online, allowing for students to recall this information for the purpose of the session.

Finding out who shops online and why there are reservations to shopping online – gave scope for more student conversational engagement and to reflect on other's opinions or experiences of shopping online. Allows for uncertainty to be drawn at an early stage and by the end of the session, through the skills learnt, what will be taken away from shopping online. Helped me to hone into areas that may need more work.

Introducing effective ways to shop online, promotes ease of use, time spent browsing. Extending learning and assessment by including the sort feature. If worked well for a student who had some experience of this notion but for the other student, it did not make sense. Need to look at this in more detail and whether to introduce this feature next time.

The jamboard gave a quick perspective on what students already know and how to explore these even further. Especially for student answers that need further clarification. Eg why would age matter when shopping online. Questions helped intrigue the obvious answers. Delving deeper into ambiguous statements. This lent itself well to the learner output on whether online shopping is safe.

Current online shopping trends to keep content up to date is vital to ensure students can compare in discussion with family and friends -especially payment methods. More use of self service allowing payment methods to be more flexible. Links can help for those who would like to extend skills in this area.

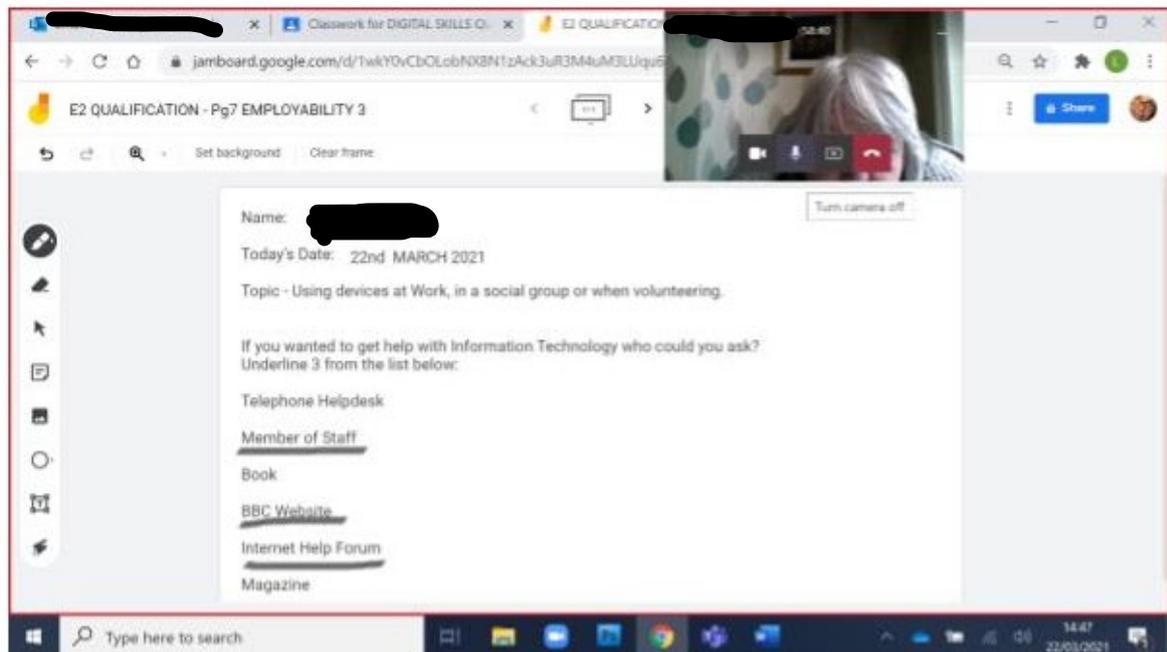
Jamboards created for Entry Level 2 qualification as a skills build towards the EDS Entry Level 3 for learners with a lower skillset.

JAMBOARDS created for E2 Qualification

The screenshot displays a grid of Jamboard thumbnails, each representing a different educational activity. The thumbnails are organized into rows and columns, with a 'Recent Jams' header on the left and ownership controls on the top right. Each thumbnail includes a title, a brief description of the activity, and a date. The activities include:

- E2 QUALIFICATION - Pg6 EMPLO...** (Mar 22, 2021): A board with a cartoon character and text about a nurse named Samantha.
- E2 QUALIFICATION - Pg7 EMPLO...** (Mar 22, 2021): A board with a grid and text about a trainee accountant named Ashraf.
- E2 QUALIFICATION - Pg 5 - EML...** (Mar 22, 2021): A board with a grid and text about a trainee accountant.
- E2 QUALIFICATION - Pg 4 E-SAFE...** (Mar 22, 2021): A board with a grid and text about a trainee accountant.
- E2 Exercise 3 - E-Safety 2** (Mar 22, 2021): A board with a grid and text about a trainee accountant.
- DINOSAURS** (Mar 17, 2021): A board with a grid and text about dinosaurs.
- Untitled Jam** (Mar 16, 2021): A board with a yellow circle and text.
- E2 Exercise 1 - E-SAFETY 2** (Mar 15, 2021): A board with a grid and text about a trainee accountant.
- E2 Qualification - Page 2 E-SAFETY** (Mar 15, 2021): A board with a grid and text about a trainee accountant.
- E2 - Qualification Page 1** (Mar 15, 2021): A board with a grid and text about a trainee accountant.
- E2 Exercise 2 - E-Safety Pg 2** (Mar 15, 2021): A board with a grid and text about a trainee accountant.
- E2 Exercise 1 - E-SAFETY 1** (Mar 15, 2021): A board with a grid and text about a trainee accountant.
- E2 QUALIFICATION - Pg 10 INTER...** (Mar 8, 2021): A board with a grid and text about a trainee accountant.
- E2 QUALIFICATION - Pg 6 EMPLOY...** (Mar 8, 2021): A board with a grid and text about a trainee accountant.
- E2 Qualification - Pg 11 Email 1** (Mar 5, 2021): A board with a grid and text about a trainee accountant.
- E2 QUALIFICATION - Pg 9 INTERN...** (Mar 5, 2021): A board with a grid and text about a trainee accountant.
- E2 QUALIFICATION - Pg 8 INTERN...** (Mar 5, 2021): A board with a grid and text about a trainee accountant.
- E2 QUALIFICATION - Pg 7 - EML...** (Mar 5, 2021): A board with a grid and text about a trainee accountant.
- GROUP POSTER PROJECT** (Mar 5, 2021): A board with a grid and text about a group poster project.
- E2 QUALIFICATION - Pg 8 - EML...** (Mar 2, 2021): A board with a grid and text about a trainee accountant.
- E2 QUALIFICATION - Page 3 E-SA...** (Mar 2, 2021): A board with a grid and text about a trainee accountant.
- WEEK 6 - SCAVENGER HUNT** (Feb 9, 2021): A board with a grid and text about a scavenger hunt.
- 10th November 2020** (Feb 3, 2021): A board with a clock face and text.
- Halloween colouring** (Feb 2, 2021): A board with a pumpkin and text.

Learner completing Entry Level 2 Assessment online using Microsoft Teams and Google Jamboard. This shows the adaptability of Jamboard to enable real-time assessment of a qualification.



End of Project feedback

Final Assessment of the AR Project

This project was interesting as it encouraged the use of collaborative learning, which is particularly important for teaching online. Learners were assisting and encouraging each other like they would do in a classroom setting. This was beneficial to their learning and helped them to bond as a group, get to know each other, which assisted in them working together in further activities.

The purpose of the activity that I carried out for the project with the learners was to do work using formulas in Google Sheets, working collaboratively so the learners could see what the other learners were doing. If a learner made a mistake, the other learners could easily offer advice and encouragement. Most of the learners were new to Google Sheets but had previously in class done work on Google Docs, so they were familiar with the commands. Firstly, I demonstrated how to insert a formula for a column and then I asked the learners to do so individually. If they needed assistance, they could easily ask either the tutor or the other students. This helped in forming the group's cohesiveness as well as enhancing their skills in using Google Sheets. Once they had completed adding the formulas to calculate the totals for the columns, they then went on to do the same for the rows. After this collaborative exercise was finished, the learners were then confident to be set work and given an exercise to complete by themselves.

One learner found it difficult getting into Google Sheets for the first time, so in the future I will send instructions prior to the lesson which will give the learners more of an insight into what we will be doing in preparing them and this will also improve their confidence. Additionally, another option would be to do a breakout session with learners who need additional support in accessing Google Sheets prior to us carrying out the exercise. This would again give them more confidence when using the software that they are new to and haven't used before.

The learners worked very well together and said that they enjoyed working as a group and found it beneficial to their learning. They said that they would like to do more work on Google Sheets as a group and were going to try using it at home before the next lesson. One learner said in the feedback:

"Today's lesson was very informative, I have got the basics of it, I just need more practice and I will be able to use this skill in my work I carry out for the City Council, thank you."

Another learner said:

"Today's learning about Google Sheets was really informative, as I am already doing my Level 1 maths and that helps me doing my tables and graphs. I enjoyed working together with my classmates and the way our tutor guides us. Everyone showed positive attitude and enthusiasm in the class. I'd love to have more work sheets for practice."

As previously mentioned, the majority of learners were new to using Google Sheets but after the lesson they said that they will be able to use it both for work in recording weekly expenditure, costings, etc and for their personal life in doing household budgets, as they say in the recording of the lesson.

This project was interesting both for the learners and the tutor in seeing how beneficial collaborative learning can be and especially when the teaching is online without the face-to-face contact. The feedback from the learners will be used in planning future teaching and the amendments and changes will be taken into account from the activity involved.

It was also useful to see the areas other tutors were working on in this project and to observe the changes they were making to their teaching. I have already tried out some of the activities with my learners, such as using the Jamboard, for warm-up activities and group discussions, and using Mote to give voice feedback on learners' work, which the learners have found beneficial to their learning.

Reflection from Jamboard activity creation

Since I have been involved with the action research, I have been looking at different ways that I can present the E2 Qualification that I have been involved with for the past few years. Due to the COVID-19 situation it has made me look at some of the problems with doing examinations online. Usually, we would be paper based exam papers within a classroom situation.

I looked at the fact that if the exam papers were sent online and asked to complete while we are in the online classroom, we can see the learner completing than and can verify that they have done this work on their own and within the allotted time. One of the problems that I could see is that the exam papers are live and this would allow a learner to take the information store it on their computers and then be able to pass this information on to their friends and fellow learners before their exams and be able to use the stored information to pre examine the questions, which would allow for cheating by others.

I have chosen to use 2 different methods to send the qualifications to learners so that they can still complete them online and within the allotted time frame which has been allocated for the learner to achieve their qualification. These 2 methods are Google Docs, using FORMS and the other method of creating Google Classroom and then using the JAMBOARDS, creating different JAMBOARDS for the exam papers. This way the work cannot be downloaded onto the learner's computer and will be closed before the end of the lesson. Also, if a Google Form is created can be used to SUBMIT their end product of the exam paper which returns to myself as the tutor, again which cannot be downloaded and saved on the learner's machine.

I think there are 2 advantages of using the new method of sending the information to learners is that they can complete the work easily using either the Google Documents or the Jamboards. As a tutor I can observe them completing the information and be able to easily complete observation of the learner. Be confident that the information is being completed correctly and returned successfully to me as the tutor also.

As these learners are achieving Entry Level 1 or 2, which is the very basic IT qualification, to hopefully build the confidence of the learner to continue to higher levels, with confidence and comfort of achieving their goals.

I feel that the new methods that have been developed will make not only the learners experience be more varied and worthwhile, it should also make the job of the tutor more streamlined and easier to manage as a whole. So, in conclusion should give an all-over better experience for all involved. Exam work should be more secure and no leeway for cheating, while we are in the government lockdown due to the COVID-19 situation.

Appendix 9 – The project team

Project Role	Name	Job Role
Project Lead	Sandra Smith	Curriculum Lead
Deputy Lead	Neil Murphy	E-Lead/Quality Manager
Project team	Veronica Pickett	Programme Manager
	Harmesh Grewal	Tutor (Lecturer Level 1)
	Lynn Lucas	Tutor (Lecturer Level 1)
	Martin Mellett	Tutor (Lecturer Level 1)
	Farah Mahmood	Programme Manager
	Sue Hazel	Administrator
Project Mentor	Lynne Taylerson (ccConsultancy)	
Research Group Lead	David Prinn (ccConsultancy)	

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