

HOW TO DESIGN AND CARRY OUT PARTICIPATORY ON LINE TRAINING COURSES



Trainers' guide

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The participatory learning in ICT environment is to be considered as innovative as it applies technologies to the teaching and learning process not only in the classroom but also outside of them, building from one side a formal participatory learning group and informal in the sense that other people out of the group can exchange their opinions in a work done by the task group. This kind of learning / teaching promotes efficient learning environments.

Information and Communication Technologies indeed stimulate participants to discover the benefits of non-formal learning environments by using several tools available 24 hours per day and with devices can be taken everywhere (books – e-books, cd – online courses...). The participatory learning allows students interacting with the world by exploring and building new knowledge and therefore encourages active engagement in the learning process. The use of *multimedia*, *hypertexts* and *interactivity* promotes cooperative learning in the classroom and among different groups of learners.

We propose the following aims when planning e-learning environments:

- promoting opportunities of communication, discussion and reflection for teachers, learners and other concerned subjects;
- share documents and content produced members of the learning and teaching environment (teachers - tutors – experts...);
- promoting a continuous interaction among teachers, experts and learners;
- promoting opportunities of communication, discussion and reflection on the training course;
- promoting an experimentation of blended learning to be carried out by learner both individually and in a team;
- enabling learners to learn and build content (using their experience, competences and skills);
- enabling learners to interact and share content;
- promoting the realization of learning and practice communities as innovative character of the teacher training.

Blending traditional methods with ICT represents a fundamental dimension of teaching. The teachers role in this kind of educational environments is different from school or University classrooms. The teacher is a facilitator in the teaching process¹.

Some important aspects to have in mind when building a *Blended learning environment* is the need of the learners and the possibility of access. Taking into account the results of the

¹Falcinelli F. Laici, C. (2011), *ICT In The Classroom: A New Learning Environment*, [<http://conference.pixel-online.net/FOE/acceptedabstracts.php>, downloaded 5.05.2016]

questionnaire on adult learning needs carried out by *ESCALADE project team*: Greece, Italy, Latvia, Poland and Spain², we decided to concentrate our research in two aspects:

- **Sharing Materials:** Very often Learning Management Systems [LMS] serve as repositories of files uploaded by students for evaluation by teachers. To avoid any problems with mass uploading files by the students, e.g. time of uploading, deadlocks, corrupted files and so on, the Educational Centre could use the following approach: Students provide access to a certain folder in Dropbox. Students are supposed to put their materials (result documents and files) into such Dropbox folders. From a user point of view, they simply drag and drop them to a remote folder on their desktop. After the deadline for the upload, the teacher initiates a special procedure to download all files onto the server. Since copies of the files are still kept in Dropbox folders, the problem of corrupted uploads is solved. If a teacher identifies a corrupted file on the server, they can easily repeat synchronization with the folder containing the original (uncorrupted) file. It also solves the problem of network traffic, because downloading is done only once.
- **Collaborative Authoring:** One of the good examples of collaborative authoring can be *Etherpad*. With this tool you are able to collaborate in really time and prepare some collaborative work in the classroom and outside of it. There will be no necessity of tedious e-mails and loss of information. It is necessary only to setup a pad in your own server or in other servers available on internet, share the link and start doing the group work. As Etherpad allows the edition of documents collaboratively, there are not necessity to motivate the participants, Seniors will be more than happy to see their work online and that their opinion is important for the group. Research, to do lists, press releases can be developed in groups, all working on the same document at the same time Other interesting case is the distribution of tasks done by the *TeachCenter* at Graz University of Technology that is called group lockers. This component is intensively used for arranging different kinds of practical work. A locker is a protected memory area that can only be used by a group of students who are called members of this group and can be used in any kind of courses. Members of a particular group can access the locker, preview its content and upload files. Any uploads are done on behalf of a particular user group and can be accessed and modified by members of this group³.

A good example of collaborative authoring is *Pbworks* used by EsCALADE project and *Academy of Physical Education in Katowice* – Poland within others⁴.

² Programme: Erasmus+; identifier: 2015-1-IT02-KA204-015049; title: Education Strategies adult education; key action: Cooperation for innovation and the exchange of good practices; action type: Strategic Partnerships for adult education. [<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/e2cd2b13-3e62-4c16-aaca-1aa0b3c4ab19>]

³ Scerbakov A., Ebner M., Scerbakov N. (2015). *Using Cloud Services in a Modern Learning Management System*, Journal of Computing and Information Technology - CIT 23, 2015, 1, 75–86 doi:10.2498/cit.1002517

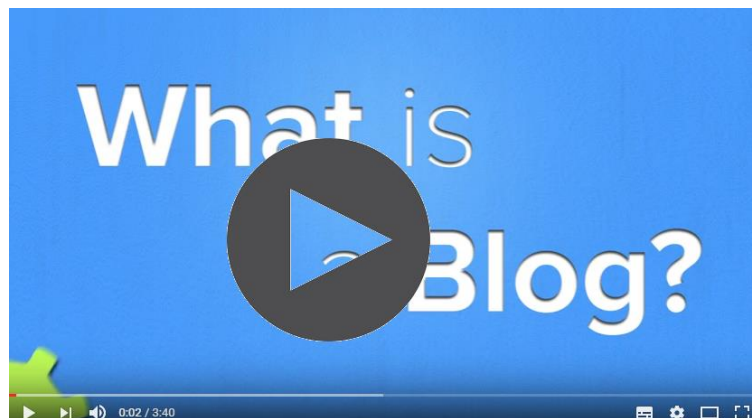
⁴ Information System in Sport Management, <http://siws.pbworks.com/w/page/93770609/FrontPage> [30.03.2016]

Software solutions for supporting participating learning

This chapter collects information about Free, web based tools and resources that can help teachers and learners to conduct participatory learning more efficiently or creatively.

Blogs:

Blogs (web logs) are online diaries. Scholars are using blogs to communicate initial research results, try out ideas, reach audiences beyond academia, and more. To encourage conversation and interaction, blogging software typically provides tools for commenting, blogrolls (links to other blogs the author likes), RSS feeds (for subscriptions), etc. You can download and install blogging software on your own server, or pursue a hosted solution.



What is a Blog?

Within the most common tools we can find:

- *Anthologize*: transforms WordPress 3.0 into a platform for publishing electronic texts. Grab posts from WordPress blog, import feeds from external sites, or create new content directly within Anthologize (Open source, Word Press plug-in)
- *Blogger*: a blogging site accessible through a Google account; includes features like comments, access controls, and blogger profiles (Free, web-based)
- *EduBlogs*: a blogging site that hosts hundreds of thousands of blogs for teachers, students, researchers, professors, librarians, administrators and anyone and everyone else involved in education" (Free, web-based)
- *LiveJournal*: a website that serves as both a blogging community and a personal journal (Free, web-based)
- *WordPress*: free hosted blogging solution that uses open source blogging software.
- *Tumblr*: a blog that lets post text, photos, quotes, links, music, and videos, from your browser, phone, desktop, email, or wherever you happen to be. (Free, web-based)

- *Posterous*: a simple way to put anything online using email. Post text, photos, audio, and files (Free, web-based)



Brainstorming:



Mind-mapping tools that encourage creative thinking and the rapid generation of ideas are useful when brainstorming. Within the most common tools we can find:



Six Creative Ways To Brainstorm Ideas

- *Bubbl.us*: "a simple and free web application that lets you brainstorm online" (Free, web-based)
- *Exploratree*: "free web resource where you can access a library of ready-made interactive thinking guides, print them, edit them or make your own" (Free, web-based)
- *FreeMind*: Java-based mind mapping software (Free, cross-platform)
- *FlashCardMachine*: possibility to create interactive web-based study flash cards and share them with others learners (Free, web-based)
- *MindMeister*: brings the concept of mind mapping to the web, using its facilities for real-time collaboration to allow truly global brainstorming sessions (Free, web-based)
- *Text2mindmap*: web application that converts texts to mind maps. It takes a structured list of words or sentences, interprets it, and draws a mind map out of them (Free, web-based)
- *Webspiration*: online visual thinking tool, create bubble diagrams, flow charts, concept maps, process flows and other visual representations that stimulate and reflect your thinking... you can take notes, organize work and expand ideas fluidly to develop your writing into plans, study guides, papers, reports, and other more comprehensive documents (Free, web-based)
- *Vue*: the VUE project is focused on creating flexible tools for managing and integrating digital resources in support of teaching, learning and research. (Free, multi-platform)

- *CMAP Tools*: is an online knowledge modeling kit; it includes some interesting articles on concept mapping, etc. (Free, web-based)

You should choose the one better suits your needs and the learners' needs!

Collaborative teaching / learning software

The collaborative teaching and learning software are designed to help people involved in a common task achieve their goals. Includes tools to facilitate communication, conferencing, collaborative writing, sharing of resources, project management, and more.



What Is Collaborative Learning? - Benefits, Theory & Definition
- Video & Lesson Transcript | Study.com

Within the most common Categories of Collaboration Tools we can find:

Collaborative Authoring: Collaborative Authoring involves the use of a web-based tool to create a document (word processing file, wiki page, presentation, spreadsheet, etc), which can be edited by the multiple members of a group. It allows you to avoid emailing documents back and forth and keeping up with many different versions. You can easily publish the document online. Take advantage of many of the word processing features that you're familiar with--formatting options, spellchecking, etc--without being tied to a single computer.

- *Google Docs*: allows you to author and share documents, spreadsheets, and presentations online (Free, web-based)
- *Dropbox* - consists in providing storage space on the servers of the company. Sending, viewing and downloading of data is possible via a simple browser or a dedicated application installed on your computer.

- *MediaWiki*: wiki software originally used with Wikipedia (Open source, requires web server such as Apache or IIS)
- *TiddlyWiki*: a complete wiki in a single HTML file. It contains the entire text of the wiki, and all the JavaScript, CSS and HTML goodness to be able to display it, and let you edit it or search it -- without needing a server (Free, cross-platform)
- *TitanPad*: collaborators write and edit a document simultaneously (Free, web-based)
- *TypeWith.me*: simple online collaborative writing tool; edits by each co-author are assigned a color; can revert to previous versions of document (Free, web-based)
- *Wiggio*: web-based collaboration platform that supports messaging, web meetings, shared calendars, polls, project management, and shared files. (Free, web-based)
- *Wikidot*: wiki-building site: users can edit content, upload files, communicate and collaborate (Free, with Pro accounts available; web-based)
- *Writeboard*: shareable, web-based text documents that let you save every edit, roll back to any version, and easily compare changes (Free, web-based)
- *Zoho*: suite of online applications including email, document authoring, notetaking, presentations, spreadsheets, etc (Free, web-based)
- *Etherpad*: a Realtime Multiplayer Notepad in your Browser...lets people collaborate on text in really real-time" (Free beta and pending commercial version, web-based)
- *Pbworks* : This free of charge platform for educational purposes, create interactive lessons where participants contribute to the content on your wiki. Trainers and trainees can create, publish and post their work. On this collaborative workspace participants to the course can peer edit and comment on other participant's work, work collaboratively and have easy access to a variety of links. In conclusion, on this collaborative workspace, all participants can edit the page and contribute to the content on the workspace.

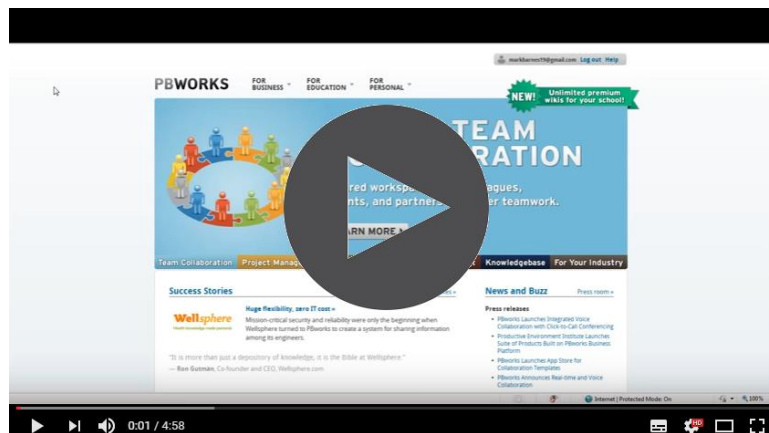
And this makes PBworks the best free *platform for our purposes!!!*



Pbworks

III. INSTALLING THE COURSES IN PBWORKS

PBworks allows multiple users to create and edit a website without any special software or web-design skills. The owner(s) of the wiki can track changes, moderate comments, and control who has access to the wiki



How to set up a classroom web site

Setup and Access

To create a new wiki, you must first create an account.

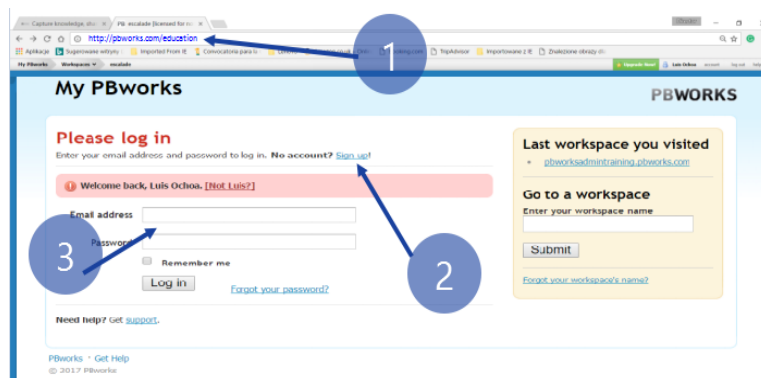


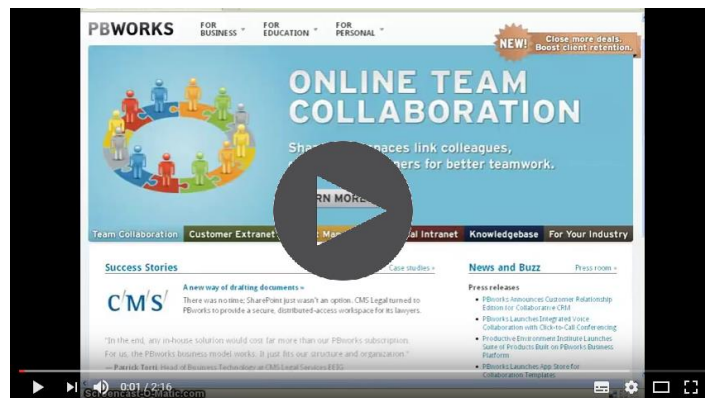
Figure 1: Setting up a 'Basic' PBWorks Workspace for coursework (1 PbWorks Education link 2 Setting up a new account 3 Using the practice user account)

Go to <http://my.pbworks.com> and click the Sign Up link. Enter your name, email address, and password and click „Create Account”.

Next, check your email account for a confirmation email from PBworks. Check your Spam/Junk filter if you don't see it in your inbox. Click the link in the confirmation email to complete your account creation.

After confirming your email address, follow these steps to set up your wiki:

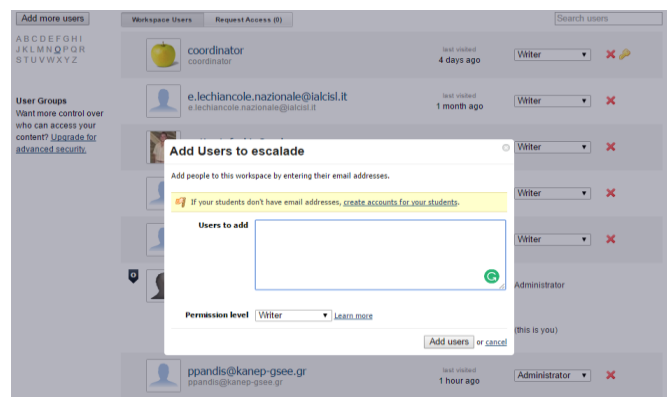
1. Click the Home tab in the top-left corner.
2. Click the Create a workspace link.
3. Select the Basic plan on the next screen.
4. Name your workspace and fill in the other required information. Click next.
5. Select the kind of access you would like other users to have on your workspace.
6. Click Take me to my workspace.



Set up an account

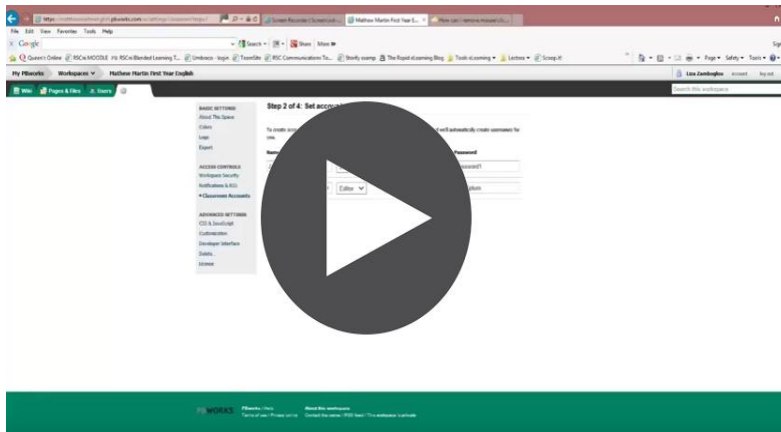
How do I add users to my wiki?

To share access as a writer, scroll down to the bottom of your right panel, and enter the user's e-mail address into the Add a new writer to the wiki field.



Adding users

You can also go into "Settings" at the top-right of your wiki and then select "Users" to add users with other access levels.



How to add users



Building Pages



How do I create a new page?

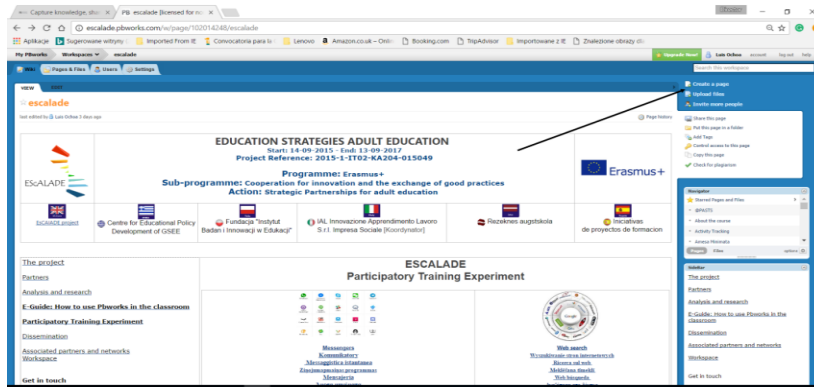
In the top-right corner of your wiki, click the Create a page link.

On the next page, name your page and click Create page.



Create a page

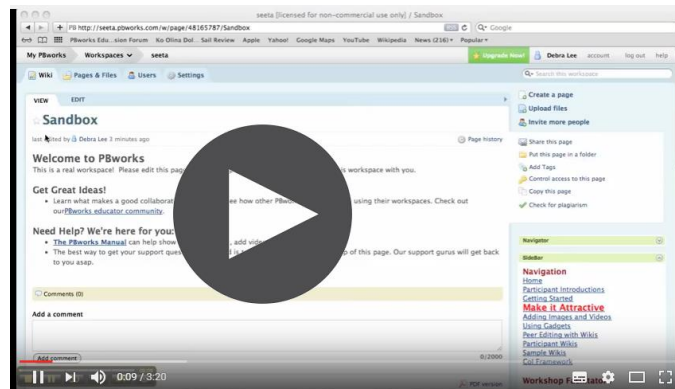
You can also create pages in the Pages & Files manager. Click the Pages & Files link in the top-right of a page to get to the Pages & Files manager.



Creating a new page and editing the landing page

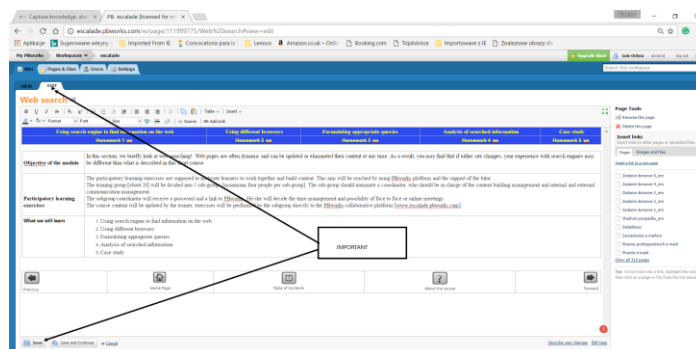
How do I edit a page?

In the upper-left corner of a page, click the Edit button to view the page editing interface. Page content should appear below a text-editing and formatting toolbar similar to those used in Microsoft Word.



Edit the page

Make sure to click the Save button at the bottom-left of the page when you are finished editing. Alternatively, you can click the Cancel button to prevent any of your changes from being saved.



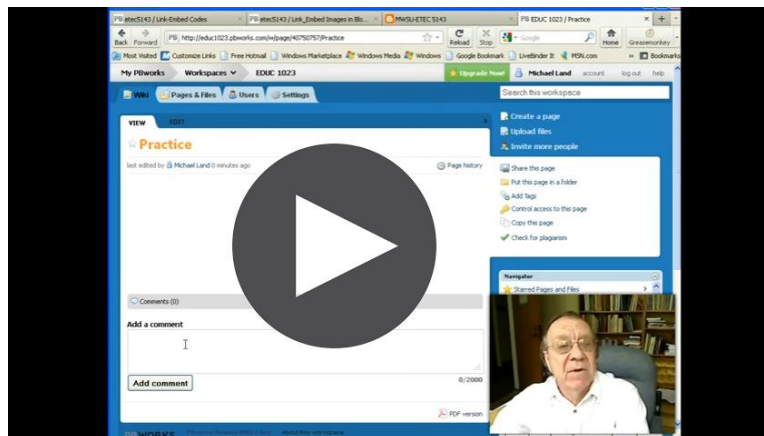
Editing the wiki

How do I add an image to a page?

Enter the Edit view for the page you want to add an image to. To add an image from your computer, click Images and files under Insert links on the right side of the page.

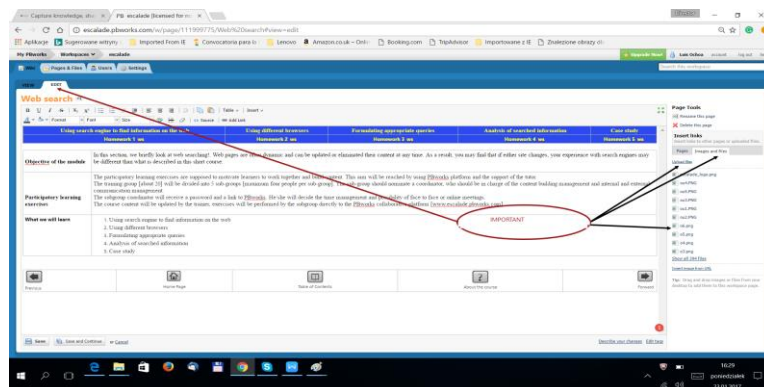
Click Upload files and navigate to the image you want to upload and click Open.

The image will be listed under the Images and files tab on the right. To insert the image, place your cursor where you want the image and click the name of the image you uploaded in the menu on the right.



Insert and image

This will insert the picture where you set the cursor. Click Save in the bottom-left corner to save your changes.

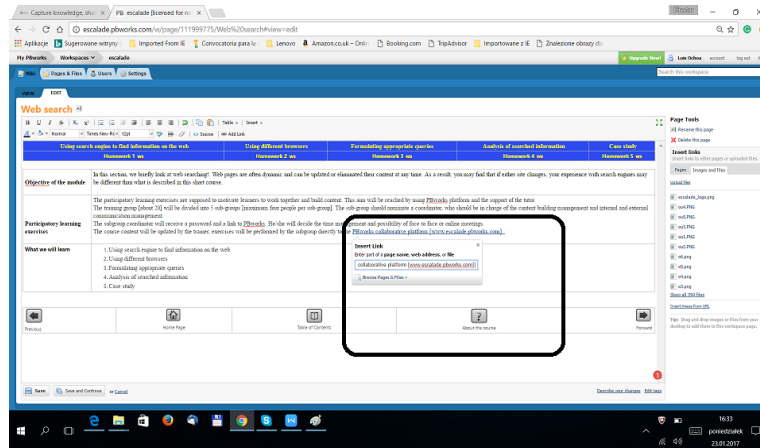


Easy Wiki editing

How do I create a link to another page in my wiki?

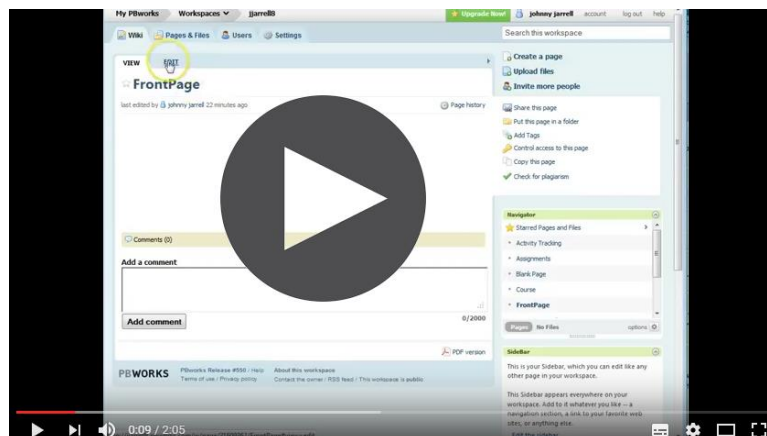
Enter the Edit view for the page on which you want to create a link.

Place your cursor where you want to insert the link.



Adding a link to a Web Site

Under the Pages tab, click the name of the page you want to link to. The link will be inserted wherever your cursor was placed on the page you are editing.



Adding images, videos and links to PBworks pages

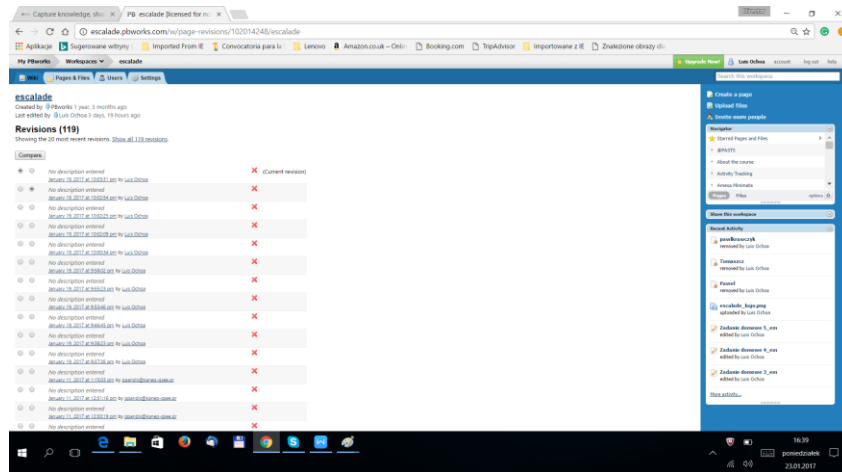


Tracking Changes

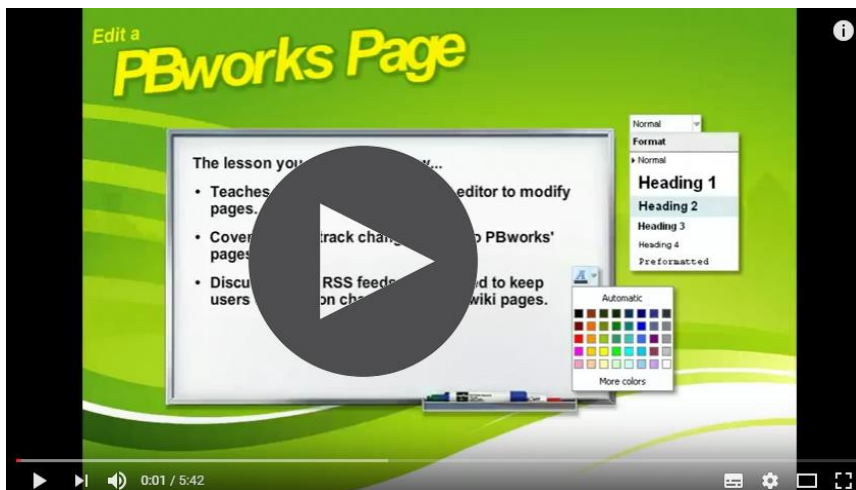


Navigate to the page for which you want to see the revisions and click Page History. Here you will be able to view changes to a page and compare within different versions.

You will be presented with a list of revisions. These dates and times represent every time the page has been changed and saved. Click the date and time of the revision you want to see.



History of PbWorks page changes



Pbworks lessons



IV. ESCALADE PARTICIPATORY TRAINING COURSES



The courses described below were developed by EsCAIADE partners Institutions and are part integral of this methodology.

Web searching

Definition

Web browsers and search engines on the *World Wide Web* are remotely accessible programs that let you do keyword searches for information on the Internet.

There are several types of search engines and searches may cover different documents, URL's, headers, videos, files, etc.

Keep in mind that the results you get from one search engine may not match the results you get from another search engine. In fact, they are often different due to the way each search engine behaves. Therefore, it may actually be beneficial to use more than one search engine on a regular basis.

Example: Search for “radio” in archive.org/ and google.com

Objective of the module

In this section, we briefly look at web searching!. Web pages are often dynamic and can be updated or eliminated their content at any time. As a result, you may find that if either site changes, your experience with search engines may be different than what is described in this short course.

Participatory learning exercises:

The participatory learning exercises are supposed to motivate learners to work together and build content. This aim will be reached by using PBworks platform and the support of the tutor.

The training group [about 20] will be divided into 5 sub-groups [maximum four people per sub-group]. The sub-group should nominate a coordinator, who should be in charge of the content building management and internal and external communication management.

The subgroup coordinator will receive a password and a link to PBworks. He/she will decide the time management and possibility of face to face or online meetings.

The course content will be updated by the trainer, exercises will be performed by the subgroup directly to the PBworks collaborative platform [www.escalade.pbworks.com].



Web search strategies



Using search engine to find information on the web



To use the internet you do not have to know a website's address [www.inbie.pl]. It is important to know how to search the information you are looking for. One of the best methods to search is to use a search engine.

Example: INBIEs' home page could be: www.inbie.pl, www.inbie.com, www.inbie.info, www.inbie.org... The best what can we do is to open Mozilla Firefox, Google or Microsoft explorer, and search for: INBIE. You will receive some suggestions... We are sure you will get the right website's address: www.inbie.pl.

A screenshot of a presentation slide. The title is "CONDUCTING RESEARCH ONLINE". The slide lists three bullet points: "• Quotation Marks \"", "• Addition Sign +", and "• Subtraction Sign -". A large grey play button icon is overlaid on the text. In the bottom right corner, there is a logo for "Study.com".

Using Search Engines for Online Research

Important: A search engine is a software system on the Internet that will conduct a search of its own database of websites based on terms you have entered. As a result, you will be shown a list of web addresses that contain the term you were looking to find.

Exercise 1: Search for search machines



Please remember that Google and Yahoo are not the only search engines available in on the internet... there are many maybe not well known for you but still serve millions of search queries per day!

Which are the best and most popular search engines in the World?

Our first contact with search engines will be just to open and search for your favourite topic like:

Your neighbourhood

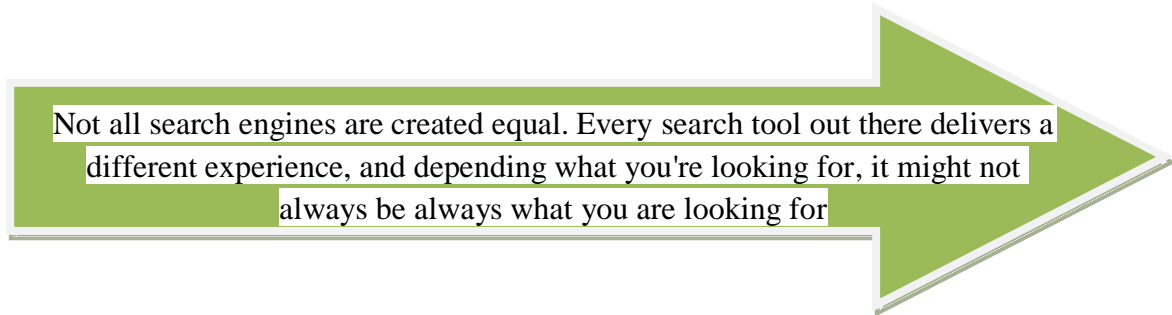
Please visit the following links and take notes of the differences:

Search engines	link	Write the differences
Google:	https://www.google.pl/	
Bing:	https://www.bing.com/	
Yahoo:	https://www.yahoo.com/	
Ask:	http://www.ask.com/	
AOL:	http://www.aol.com/	
WolframAlpha:	https://www.wolframalpha.com/	
DuckDuckGo:	https://duckduckgo.com	
Chacha:	http://www.chacha.com/	
Archive:	https://archive.org	

Using different browsers





They filter information, retrieve data, and help us find what we're looking for on an incredibly varied range of subjects.








Just remember:



Exercise 2: Collaborative learning [self-study]

In groups of four people, please see the pictures, and try to find the following search engines and describe in few words the main characteristics of each of them.

Search Engine	Description
	
	
	
	
	
	
	
	



Formulating appropriate queries



1. The more specific your query is, the more success you're likely to have.
2. Use more than one search engine.
www.yahoo.com/
www.ask.com/
www.alltheweb.com/
search.aol.com/
www.hotbot.com/
3. The longer you spend time searching for something, the more frustrated you can get!
4. Use quotation marks around the terms when searching for a specific phrase.

Exercise 3: Using search engine to find information on the web

Note: Use the link below to go to the Google Web site and follow along with the instructions.

When you first go to the Google Web site t[<https://www.google.pl/>] here is a blinking cursor in an edit box where you can type the word or phrase that you are interested in.

Google uses regions to make navigation easier.

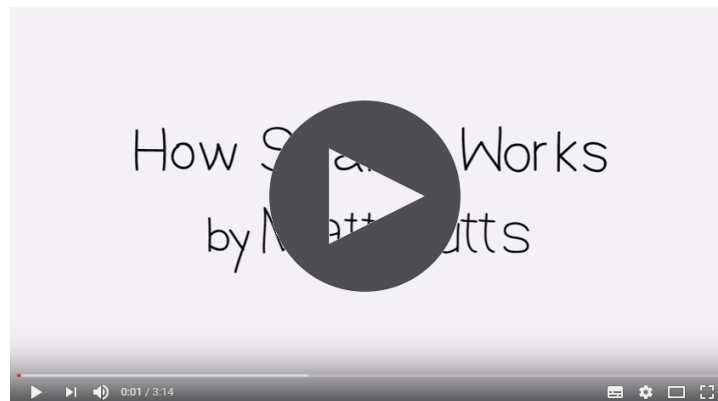
- explore them by pressing R to move from region to region,

- press DOWN ARROW to move into the next section.

Example: watch the following films:



How to search the Internet more effectively



How search Works

Exercise: Find other films about the same topic in your mother tongue

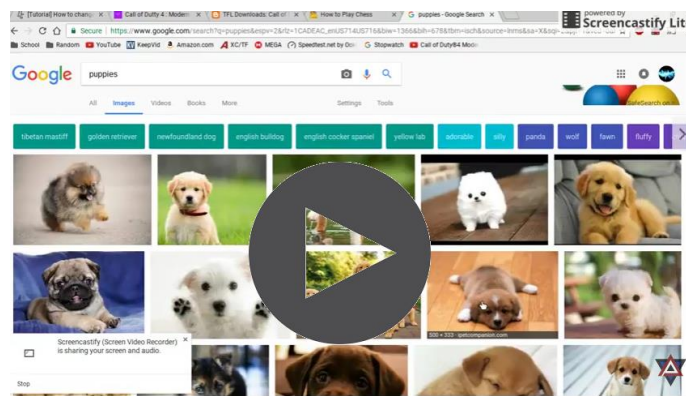
1. -----
2. -----
3. -----
4. -----
5. -----

Google Search Tools

Note: Google also provides easy-to-use search tools

- "Weather Rome" yields the current weather in Chicago
- "25 kilometers in miles" converts kilometers to miles
- "Define screen magnification" yields definitions for screen magnification [https://chrome.google.com/webstore]
- "Seafood restaurants 00199" yields restaurants that serve seafood in or near that zip code [example in Rome]

[information for translation: change Rome to your city]



How to use Google search tools

Analysis of searched information

The Internet contains some extremely valuable, high-quality information sources – and it also contains some very unreliable, biased sources of misinformation.

Anyone who can manage to finagle some web space can post a website.

Important: Sometimes Internet sources can be more accurate than print sources. Sometimes it is better to stick with print sources. This tutorial is designed as a guide to help you evaluate whether a particular Internet site is appropriate for your purposes.

Who authored (wrote) the site?

- Look for an "About" or "More about the Author" link at the top, bottom or sidebar of the web page. [Some pages will have a corporate author rather than a single person as an author].
- Try "Googling" the author – search his/her name at www.google.com.
 - What kinds of websites are associated with your author's name?
 - Is s/he affiliated with any education institutions?

- Do commercial sites come up?
- Do the websites associated with the author give you any clues to particular biases the author might have?

“Google” with caution – remember that sometimes more than one person can share the same name.

If no information about the author(s) of the page is provided, be suspicious,,

Exercise 4: Search an article, find the author and answer the following questions:

- Does the author provide his/her credentials?
- What type of expertise does s/he have on the subject s/he is writing about?
- Does s/he indicate what his/her education is?
- What type of experiences he/she has?
- Should you trust his/her knowledge of the subject? ,,

Who published the site?

- Look at the domain name of the website – that will tell you who is hosting the site.
- What is the organization’s main purpose?
- Check the organization’s main website, if it has one. Is it educational? Commercial? Is it a reputable organization? ,,
- Don’t ignore the suffix on the domain name (the three-letter part that comes after the “.”). The suffix is usually (but not always) descriptive of what type of entity hosts the website.
- Keep in mind that it is possible for sites to obtain suffixes that are misleading. Here are some examples: ,,
 - .edu = educational
 - .com = commercial ,,
 - .mil = military ,,
 - .gov = government ,,
 - .org = nonprofit



Citations from Authored

What is the main purpose of the site? Why did the author write it and the publisher post it? ,,

- To sell a product? ,,
- As a personal hobby? ,,
- As a public service? ,,
- To further scholarship on a topic? ,,
- To provide general information on a topic? ,,
- To persuade you of a particular point of view?

How to find out: ,, Scan the homepage of the website. Is it cluttered with advertising? Does the page appear to be professionally designed? Is the writing trying to persuade you to buy something?

Who is the intended audience?

- Scholars or the general public?
- Which age group is it written for?
- Is it aimed at people from a particular geographic area?
- Is it aimed at members of a particular profession or with specific training?

What is the quality of information provided on the website?

- Timeliness: when was the website first published?
- Is it regularly updated? Check for dates at the bottom of each page on the site. ,,
- Different publication dates will be acceptable depending on which type of information you're looking for.
- Does the author cite sources? Just as in print sources, web sources that cite their sources are considered more reliable.
- What type of other sites does the website link to? Are they reputable sites? If the author references online material, does s/he provides links to the material referenced?



Evaluating Sources

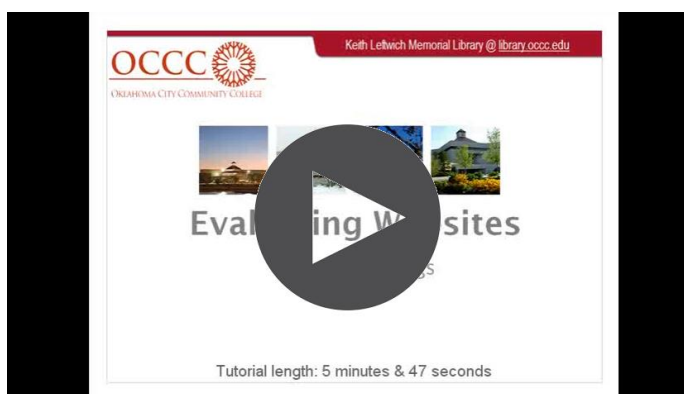
Exercise 7: What type of sites link to the website you're evaluating? Is the website being cited by others? , Go to either www.yahoo.com or www.google.com. In the search box, type "link:[name of your website]" with no space after the colon.

An example using the INBIE website would look like: link:<http://www.inbie.pl> The resulting search will contain websites that link to your site. Does it include reputable or well- known sites?

How does it all add up?

Compare the information you've gathered about your website to your information needs -- does this website provide an appropriateness of fit? Not all websites will work for all purposes – a website that is fine for finding general information on a disease may not work for a nursing student's paper.

If you are in doubt, ask your instructor for help!



Evaluating websites

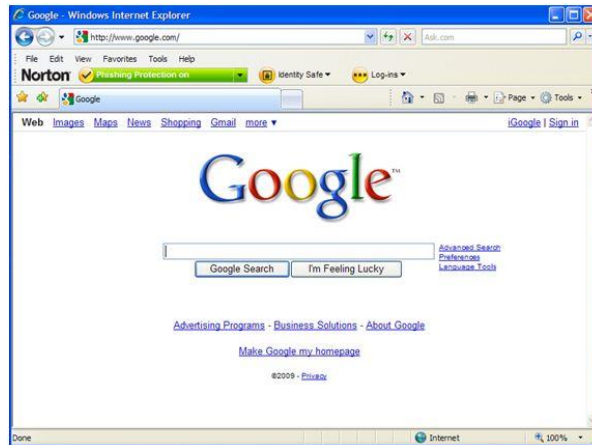


Case study- how to use google

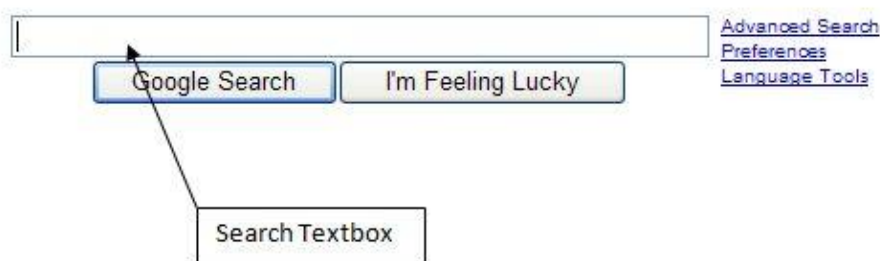


[retrieved from http://www.cefls.org/esenior_2_2_understanding_browser.htm]

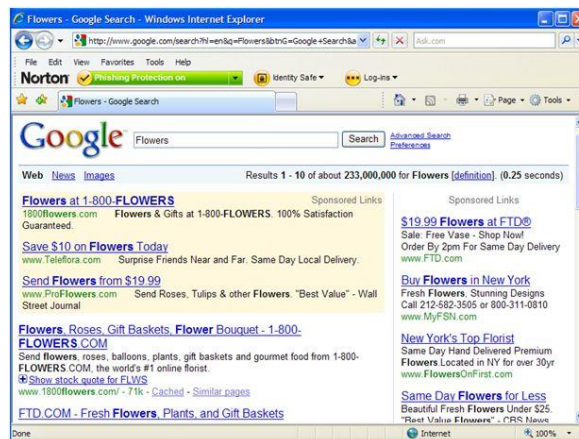
First, you will need to open **Internet Explorer** then enter **www.google.com** in the address bar. Here is what **www.google.com** looks like:



To conduct the search, point and click your mouse in the **search textbox**. Type in the textbox the words or words you would like to search. Then point and click your mouse on the **Google Search** button below the search textbox.



As an example, the word 'flowers' was entered into the Google textbox and after clicking on the Google Search button these are the results:

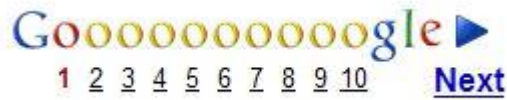


Every phrase in either blue with an underline may be clicked on to visit that particular site. These are hyperlinks to web sites. The websites deemed most fitting for the search are found at the near the top of the list. There are also paid sponsors found at the top (shaded) and to the right of the screen that you may visit if you wish. You can see actual web addresses in green text.

In addition, notice the results area:

Results 1 - 10 of about 233,000,000 for Flowers [definition]. (0.25 seconds)

These results are found on the top right of the page. 233,000,000 would be impossible to go through therefore you will need to learn ways to reduce the number of results. To continue reviewing the search results pages, scroll to the bottom of the Google web page until you see:



Click on the number 2 or on the blue arrow to the right to continue through the search results.

You may not always get the results you are looking for so you will need to play with searchable terms. Using more words in combination, and especially more specific words will help. Be aware that not all websites that are found in the results are appropriate to your search. Read the blurb under the result name on the list before you click. In addition, do not click on anything that seems inappropriate, too good to be true, or dangerous. Use your gut instinct before you click. There are many websites out there on the Internet that will mislead and try to take advantage of beginners. Use caution.

Watch the video how to use google



How to Use Google+ (A Beginners' Guide)

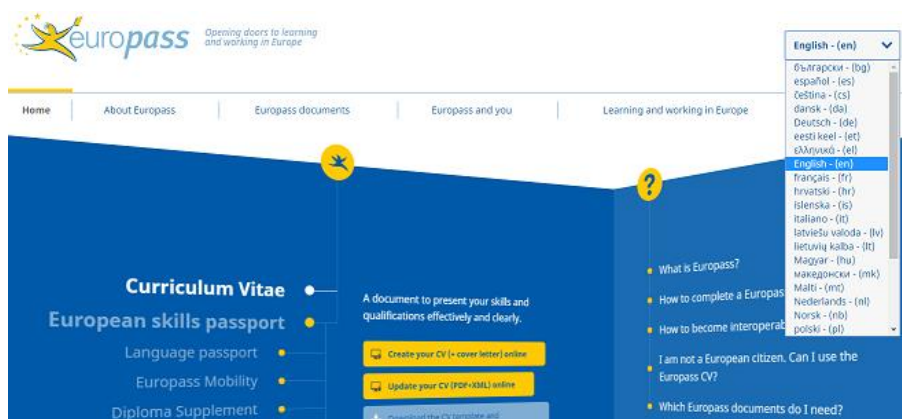
FINAL TEST:

To test your web search skills, we propose you to find a job using a search engine.

Please remember: A good search needs a lot of work and sometimes some previous work preparation

a. Prepare a CV using the “Templates and Guidelines” of EUROPASS

<https://europass.cedefop.europa.eu/documents/curriculum-vitae>



REMEMBER

- Documents are not stored on Europass servers.
- **Download** your file before leaving the editor.
- All fields are optional.
- Empty fields will not be included in the final document.

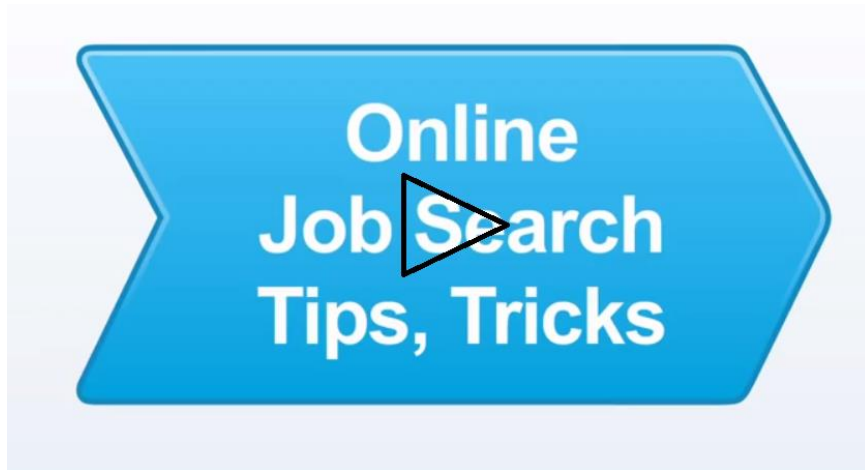
b. Prepare a Motivational letter using

If you are not sure how to write a motivational letter when applying for job or how to write a good motivation letter.. the best idea is to search it on the Internet

Maybe a good place to start is: <http://motivationalletter.com/?>



Europass



Example of Job Hunting

Find in your own language three websites where you can find some good templates

1. -----
2. -----
3. -----
4. -----
5. -----

c. Now that you got a CV and a motivation letter, please find some website that offers jobs in your country – city.

You can start at <http://www.europelanguagejobs.com/jobs/>

Write three jobs you are interested in and say us why?

1. -----
2. -----
3. -----
4. -----
5. -----

VOCABULARY AND GLOSSARY

Address Bar

A horizontal area at the top of the browser window where you enter the web address of the website that you would like to visit.

Browser

A browser is a software program used to access and navigate the Internet. It is used to enable users to view web pages.

Desktop

When you start your computer, this is the first main screen that you see. Here you will see icons and your start menu button.

Homepage

When you open your browser, this is your starting point. Your homepage is the first website that opens when you first start your browser. You may change your homepage at any point.

Hyperlink

A word, button, and/or image that when clicked will go to another web page either within the same website or to another web address.

Internet

The Internet is an information system connecting computers globally. It is an electronic communications pathway. It includes all the physical telephone lines and other cables that link computers to computers.

Search Engine

A software system on the Internet that will conduct a search of its own database of websites based on terms you have entered.

E-mail

Electronic mail is a method of exchanging digital messages between computer users; such messaging first entered substantial use in the 1960s and by the 1970s had taken the form now recognized as **email**. Email operates across computer networks, now primarily the Internet.

To send and receive e-mails, you need an account (a reserved access through username and password) on a mail server (provider). There are a lot of providers (for example: Google, Libero, Tiscali, Virgilio, ecc.)

In most professional situations, Outlook is the most e-mail application used. **Microsoft Outlook** is a personal information manager from Microsoft, available as a part of the Microsoft Office suite.

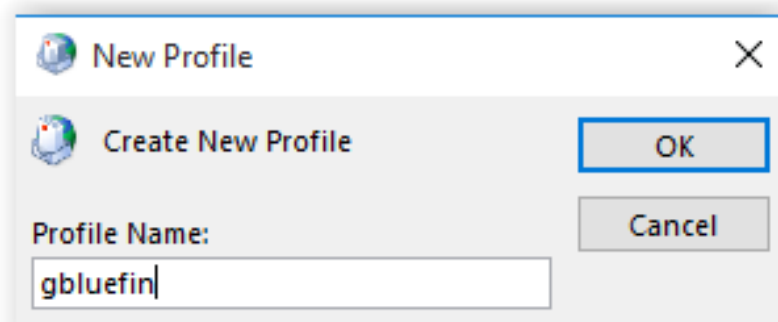


E-mail - Electronic Mail

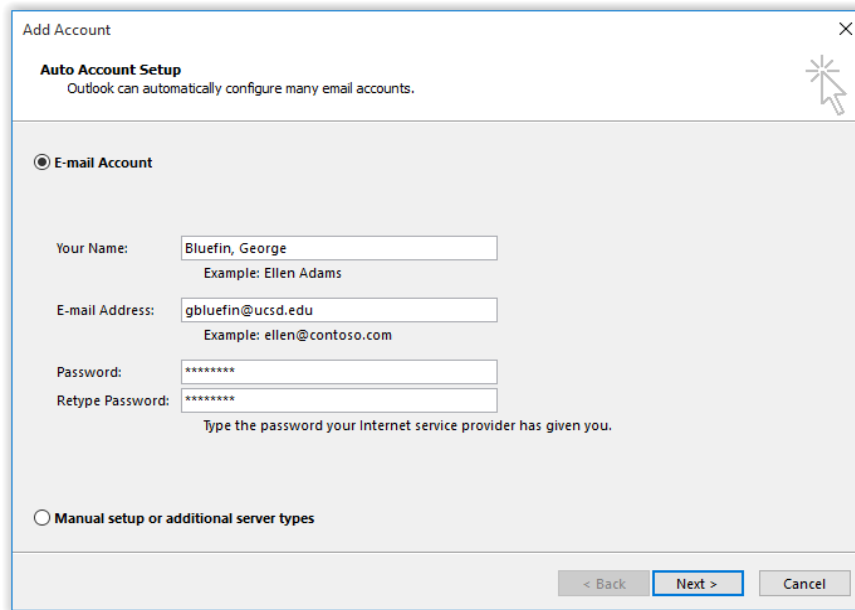
Setting an e-mail account

OUTLOOK 2016: Set up your first email account

1. Start Outlook.
2. When prompted, give the profile a name and click **OK**.



3. Enter your name, email address, and password, and click **Next**.



Add Account

Auto Account Setup
Outlook can automatically configure many email accounts.

E-mail Account

Your Name:
Example: Ellen Adams

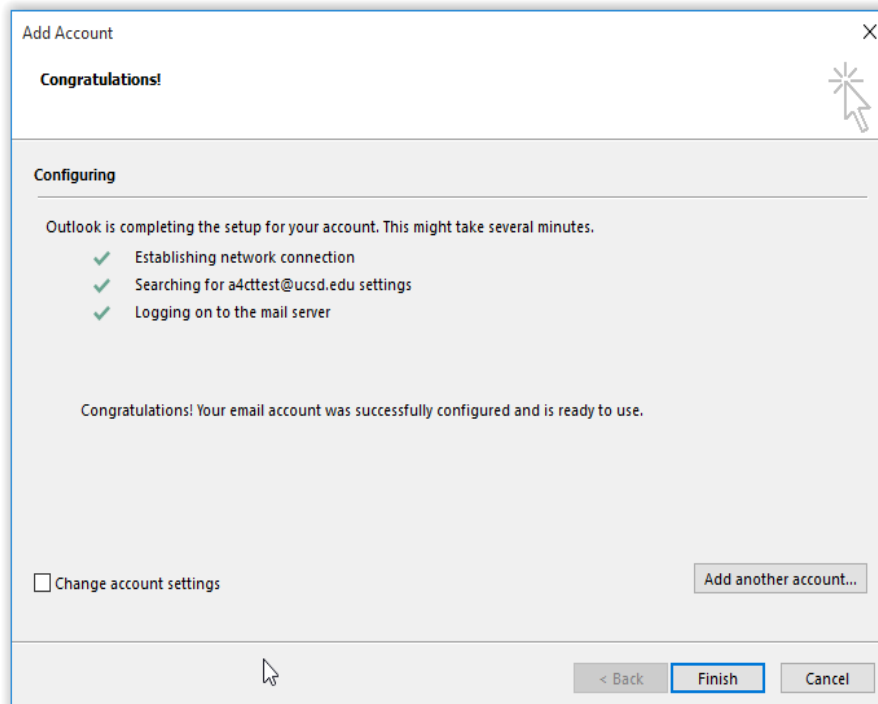
E-mail Address:
Example: ellen@contoso.com

Password:
Retype Password:
Type the password your Internet service provider has given you.

Manual setup or additional server types

< Back **Next >** Cancel

4. Complete setup by clicking **Finish**.



Add Account

Congratulations!

Configuring

Outlook is completing the setup for your account. This might take several minutes.

- ✓ Establishing network connection
- ✓ Searching for a4cttest@ucsd.edu settings
- ✓ Logging on to the mail server

Congratulations! Your email account was successfully configured and is ready to use.

Change account settings Add another account...

< Back **Finish** Cancel

GMAIL (e- mail of GOOGLE)

Open your web browser and go to the Google homepage. Then click on the **Gmail** option located in the toolbar:



From here, two possible scenarios are possible, depending on your account status. If you **already have a Google account**, simply enter your username and password to access Gmail through your Google account. You can do this by clicking on **Login**.

If you **do not have a Google account**, click on **Create an account**. An online form will appear asking for your basic information:

A registration form with the following sections: 'Name' with 'First' and 'Last' input fields; 'Choose your username' with a single input field and '@gmail.com' text; 'Create a password' with a single input field; 'Confirm your password' with a single input field; 'Birthday' with 'Month', 'Day', and 'Year' input fields; and 'Gender' with a dropdown menu showing 'I am...'.

Name

First Last

Choose your username

@gmail.com

Create a password

Confirm your password

Birthday

Month Day Year

Gender

I am...

Fill in all the fields and read the conditions of use. Finally, select the **Check this box to confirm that you have read and accepted all the conditions of use...** and click on **Next step**. In the introductory page of the service that appears, click **I am ready to use my account** to finalize your registration.

COMPOSE AND SEND E MAIL (OUTLOOK 2016)

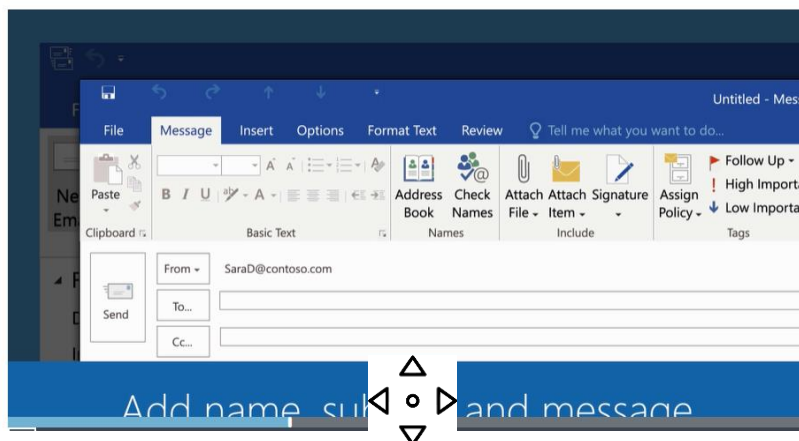
Compose and send e mail

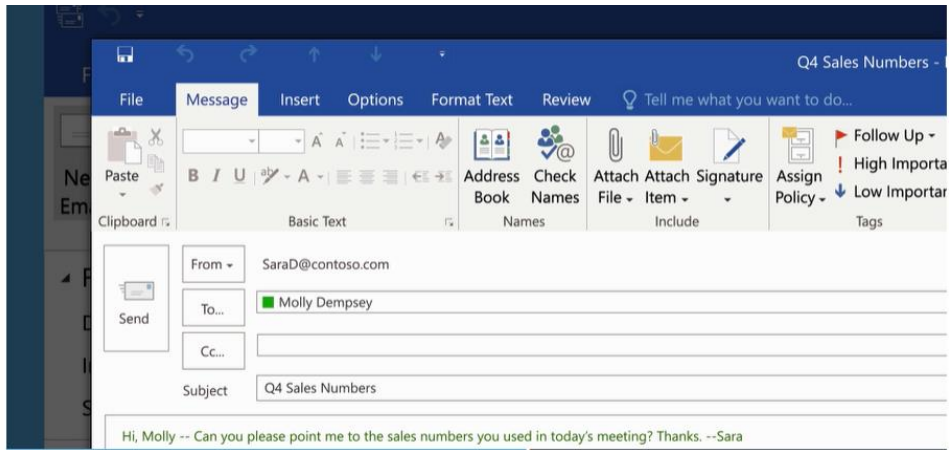
1. Select **New Email**



How to set up Gmail on Outlook 2013 and 2016

2. In the **Subject** box, type the subject of the message.
3. Enter the recipients' email addresses or names in the **To**, **Cc**, or **Bcc** box. Separate multiple recipients with a semicolon.



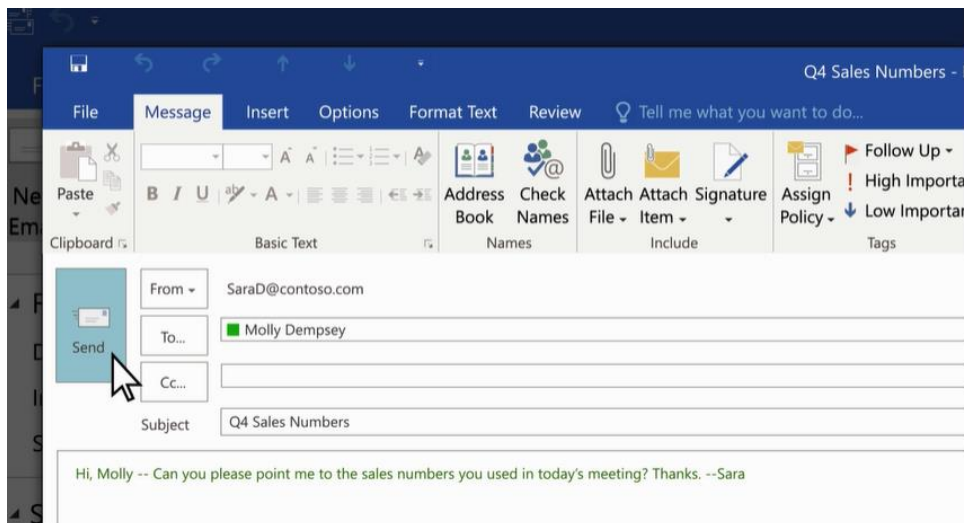


4. To select recipients' names from a list in the **Address Book**, select **To**, **Cc**, or **Bcc**, and then select the names that you want.

I don't see the Bcc box. How do I turn it on?

To display the **Bcc** box for this and all future messages, click **Options**, and then in the **Show Fields** group, select **Bcc**.

5. After you finish composing your message, select **Send**.



Change the default font, color, style, and size for messages

- Choose Tools > Options > Mail Format.
- Under Compose messages, choose Stationery and Fonts.
- On the Personal Stationery tab, under New mail messages or Replying or forwarding messages, choose Font.
- In the Font box, choose the font, style, size, and color that you want to use. You can see a preview of your changes as you make them.
- Choose OK three times to return to Outlook.

- List three most important things in this unit.

- What questions, ideas and feelings have been raised by this unit?

- Evaluate your interest in this unit

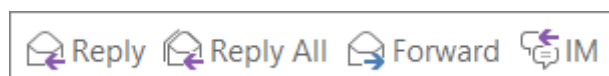
PARTICIPATORY LEARNING EXERCISES:

Exercise 1: send an e-mail to all your colleagues of your group saying how you set up your account

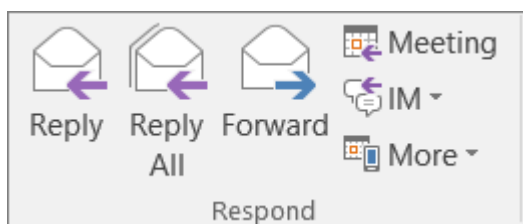
REPLY TO EMAIL MESSAGES

When you receive a message, you can send a reply to just the sender, or if there were multiple recipients, you can include them as well. You also have the option to forward the message to additional people.

1. In the **Reading Pane**, click **Reply**, **Reply All**, or **Forward**.

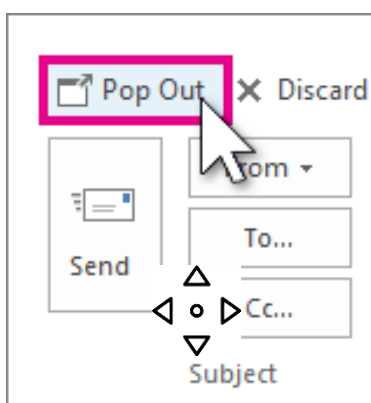


If the Reading Pane is off or if you've opened the message in its own window, on the **Home** or **Message** tab, click **Reply**, **Reply All**, or **Forward**.



1. Write your message.

Note: If you'd like to open your reply in a new window (so you can do things like change the font), click the **Pop Out** button.



2. Recipients can be added or removed in the **To**, **Cc**, and **Bcc** boxes.
 - **Add a recipient** Click **To**, **Cc** or **Bcc**, and then select a recipient. You can also type the recipient's name or email address in the box.
 - **Remove a recipient** Click the name, and then press **Delete**.
3. Click **Send**.

Tip: If you want all replies to automatically open in a new window, from the **File** menu, click **Options > Mail**. Under **Replies and forwards**, check the **Open replies and forwards** in a new window box.

When you reply to an email message, the person who sent you the message is automatically added in the **To** box. Similarly, when you use **Reply All**, the **To** box automatically includes the sender and all of the other people who received the original message.

Before you click **Reply All**, consider whether everyone needs to see your reply, especially when the message was sent to a lot of people or distribution lists. It's often better to click **Reply**, and then add only the people you really want to include. Or, if you decide to click **Reply All**, remove people who don't need to see your message.

When you forward a message, the **To**, **Cc**, and **Bcc** boxes are empty. Enter at least one recipient in the **To** box.

Tip: If you want to forward two or more messages to the same recipients in one message, in the message list, press and hold Ctrl as you click each message. Then, click **Home > Forward**. Each message is forwarded as attachments in one new message.

PARTICIPATORY LEARNING EXERCISES:

Exercise 2: reply to all e mails that you have received, offering them your congratulations

writing effective professional e-mails

How to write a formal email

Follow these five simple steps to make sure your English emails are perfectly professional.

- Begin with a greeting
- Thank the recipient
- State your purpose
- Add your closing remarks
- End with a closing



How to write professional e-mails

1. Begin with a greeting

Always open your email with a greeting, such as **“Dear Lillian”**. If your relationship with the reader is formal, use their family name (eg. **“Dear Mrs. Price”**). If the relationship is more casual, you can simply say, **“Hi Kelly”**. If you don’t know the name of the person you are writing to, use: **“To whom it may concern”** or **“Dear Sir/Madam”**.

2. Thank the recipient

If you are replying to a client's inquiry, you should begin with a line of thanks. For example, if someone has a question about your company, you can say, **"Thank you for contacting ABC Company"**. If someone has replied to one of your emails, be sure to say, **"Thank you for your prompt reply"** or **"Thanks for getting back to me"**. Thanking the reader puts him or her at ease, and it will make you appear more polite.

3. State your purpose

If you are starting the email communication, it may be impossible to include a line of thanks. Instead, begin by stating your purpose. For example, **"I am writing to enquire about ..."** or **"I am writing in reference to ..."**.

Make your purpose clear early on in the email, and then move into the main text of your email. Remember, people want to read emails quickly, so keep your sentences short and clear. You'll also need to pay careful attention to grammar, spelling and punctuation so that you present a professional image of yourself and your company.

4. Add your closing remarks

Before you end your email, it's polite to thank your reader one more time and add some polite closing remarks. You might start with **"Thank you for your patience and cooperation"** or **"Thank you for your consideration"** and then follow up with, **"If you have any questions or concerns, don't hesitate to let me know"** and **"I look forward to hearing from you"**.

5. End with a closing

The last step is to include an appropriate closing with your name. **"Best regards"**, **"Sincerely"**, and **"Thank you"** are all professional. Avoid closings such as **"Best wishes"** or **"Cheers"** unless you are good friends with the reader. Finally, before you hit the send button, review and spell check your email one more time to make sure it's truly perfect!

VERSION 2

writing effective professional e-mails

Getting People to Read and Act on Your Messages

Follow these simple rules to get your emails noticed and acted upon.

- Make good use of subject lines.
- Keep messages clear and brief.
- Be polite.
- Check your tone.
- Proofread.



Business E-mails

1. Make Good Use of Subject Lines

A newspaper headline has two functions: it grabs your attention, and it summarizes the article, so that you can decide whether to read it or not. The subject line of your email message should do the same thing.

A blank subject line is more likely to be overlooked or rejected as "spam," so always use a few well-chosen words to tell the recipient what the email is about.

You may want to include the date in the subject line if your message is one of a regular series of emails, such as a weekly project report. For a message that needs a response, you might also want to include a call to action, such as "Please reply by November 7."

A well-written subject line like the one below delivers the most important information, without the recipient even having to open the email. This serves as a prompt that reminds recipients about your meeting every time they glance at their inbox.

Bad Example	Good Example
Subject: Meeting	Subject: PASS Process Meeting - 10 a.m. February 25, 2014

If you have a very short message to convey, and you can fit the whole thing into the subject line, use "EOM" (End of Message) to let recipients know that they don't need to open the email to get all the information that they need.

Example
Subject: Could you please send the February sales report? Thanks! EOM

(Of course, this is only useful if recipients know what "EOM" means.)

2. Keep Messages Clear and Brief

Emails, like traditional business letters, need to be clear and concise. Keep your sentences short and to the point. The body of the email should be direct and informative, and it should contain all pertinent information. Unlike traditional letters, however, it costs no more to send several emails than it does to send just one. So, if you need to communicate with someone about a number of different topics, consider writing a separate email for each one. This makes your message clearer, and it allows your correspondent to reply to one topic at a time.

Bad Example	Good Example
Subject: Revisions For Sales Report Hi Jackie,	Subject: Revisions For Sales Report Hi Jackie,
Thanks for sending that report last week. I read it yesterday, and I feel that Chapter 2 needs more specific information about our sales figures. I also felt that the tone could be more formal.	Thanks for sending that report last week. I read it yesterday, and I feel that Chapter 2 needs more specific information about our sales figures. I also felt that the tone could be more formal.

Bad Example

Also, I wanted to let you know that I've scheduled a meeting with the PR department for this Friday regarding the new ad campaign. It's at 11:00 a.m. and will be in the small conference room.

Please let me know if you can make that time.

Thanks!

Monica

Good Example

Could you amend it with these comments in mind?
Thanks for your hard work on this!

Monica

(Monica then follows this up with a separate email about the PR department meeting.)

It's important to find balance here. You don't want to bombard someone with emails, and it makes sense to combine several, related, points into one email. When this happens, keep things simple with numbered paragraphs or bullet points, and consider "chunking" information into small, well-organized units to make it easier to digest.

Notice, too, that in the good example above, Monica specified what she wanted Jackie to do (in this case, amend the report). If you make it easy for people to see what you want, there's a better chance that they will give you this.

3. Be Polite

People often think that emails can be less formal than traditional letters. But the messages you send are a reflection of your own professionalism, values, and attention to detail, so a certain level of formality is needed.

Unless you're on good terms with someone, avoid informal language, slang, jargon, and inappropriate abbreviations. Emoticons can be useful for clarifying your intent, but it's best to use them only with people you know well.

Close your message with "Regards," "Yours sincerely," or "All the best," depending on the situation.

Recipients may decide to print emails and share them with others, so always be polite.

4. Check the Tone

When we meet people face-to-face, we use the other person's body language, vocal tone, and facial expressions to assess how they feel. Email robs us of this information, and this means that we can't tell when people have misunderstood our messages.

Your choice of words, sentence length, punctuation, and capitalization can easily be misinterpreted without visual and auditory cues. In the first example below, Emma might think that Harry is frustrated or angry, but, in reality, he feels fine.

Bad Example	Good Example
Emma, I need your report by 5 p.m. today or I'll miss my deadline. Harry	Hi Emma, Thanks for all your hard work on that report. Could you please get your version over to me by 5 p.m., so I don't miss my deadline? Thanks so much! Harry

Think about how your email "feels" emotionally. If your intentions or emotions could be misunderstood, find a less ambiguous way to phrase your words.

5. Proofreading

Finally, before you hit "send," take a moment to review your email for spelling, grammar, and punctuation mistakes. Your email messages are as much a part of your professional image as the clothes you wear, so it looks bad to send out a message that contains typos.

As you proofread, pay careful attention to the length of your email. People are more likely to read short, concise emails than long, rambling ones, so make sure that your emails are as short as possible, without excluding necessary information.

Key Points

Most of us spend a significant portion of our day reading and composing emails. But the messages we send can be confusing to others.

Make your emails concise and to the point. Only send them to the people who really need to see them, and be clear about what you would like the recipient to do next.

Remember that your emails are a reflection of your professionalism, values, and attention to detail. Try to imagine how others might interpret the tone of your message. Be polite, and always proofread what you have written before you click "send."

- List three most important things in this unit.

- What questions, ideas and feelings have been raised by this unit?

- Evaluate your interest in this unit

PARTICIPATORY LEARNING EXERCISES:

Exercise 3: Write a mail to your training coordinator for the problems in the management of training.

OR

Write a e-mail regarding Thank you for the interview using the following phrases, :

Thank you – time and consideration – extended – interview with you yesterday – opportunity – my experience – my future goals – hearing from you – wish to thank – courtesy.

OR

you want to apply for the position shown below. Read the ad and consider writing an e-mail for it in response to this ad. (it's possible to put ads relate to their previous job)

DRIVER/DELIVERY PERSON

2+ years' experience driving and delivering high value products in the Burnaby area
Customer Service experience dealing with corporate accounts
Salary \$36,000.

Send resume to Ms. Perry, Personnel,
XYZ Company, 1234 Harbourview Ave, Burnaby, BC V59 5B7

E-Mail-based Peer Response : *some advice for writers*

The most valuable resource for a writer is a careful, critical, yet tactful reader. When you find one, marry him (her). Seriously. No regrets. In the meantime, you can both give and receive help with your writing via e-mail, from a classmate, from local or distant friends (remember, you can reach all sorts of places instantly with e-mail). But take some care. Remember, when you send a draft to someone else, you've violated some of the assumptions people have about e-mail. In particular, the message will most likely be far longer than one or two screens, and you'll probably be asking for more than one kind of help. So give your reader/reviewer some help.

- Determine what kind of feedback you want. What worries you most about your draft? Are you concerned that the introduction doesn't work? Do you wonder whether the sequence of paragraphs is logical? Do you think the conclusion is weak or off the topic? Do you want some suggestions for adding content to the paper? Make some notes about what you'd like a reader to pay most attention to as she reads the paper.
- Make a list of questions you want the reader to answer. This list will help the reader focus on the important points, and it can serve the reader as a kind of checklist.
- Compose a *very* nice, polite, short message asking the reader to help you.
- Copy and paste (or type, if your system won't allow you to copy and paste) the list of questions into the message.
- Skip a couple of lines and then copy and paste (or append, or upload, or whatever your system allows) your draft into the message, just below the list of questions.
- Conclude with one more question: "Please write three questions that I need to answer, but that you feel I have not yet answered in this paper."

This structure will help you focus the reader's attention on the points you worry most about, and it will allow the reader to respond to all your concerns. And the final list of questions will give the reader a place to respond to problems you may not have anticipated.

E-mail management

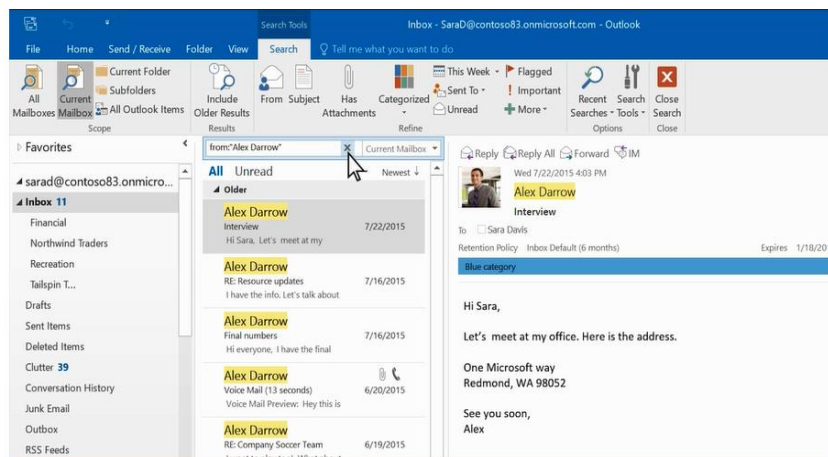
Searching for E-mail

1. From your **Inbox** - or any other email folder – find the **Search** box at the top of your messages.



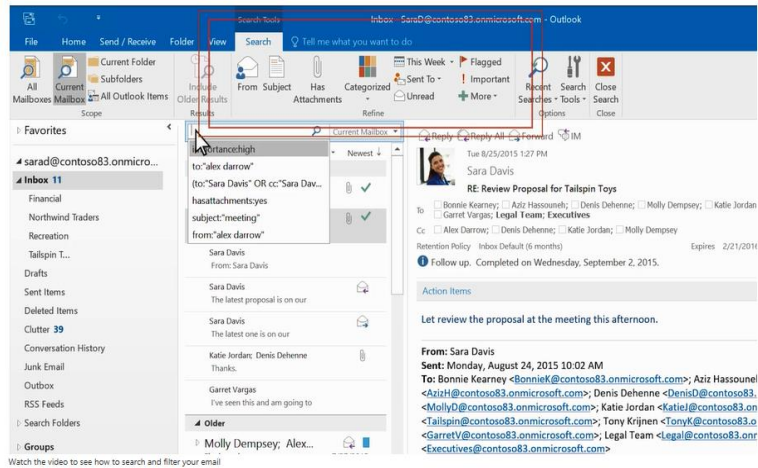
5 folders to manage your email

2. To find a word that you know is in a message, or a message from a particular person, type the word or person's name in the **Search** box. Messages that contain the word or name you specified appear with the search text highlighted in the results.



Narrow your search results

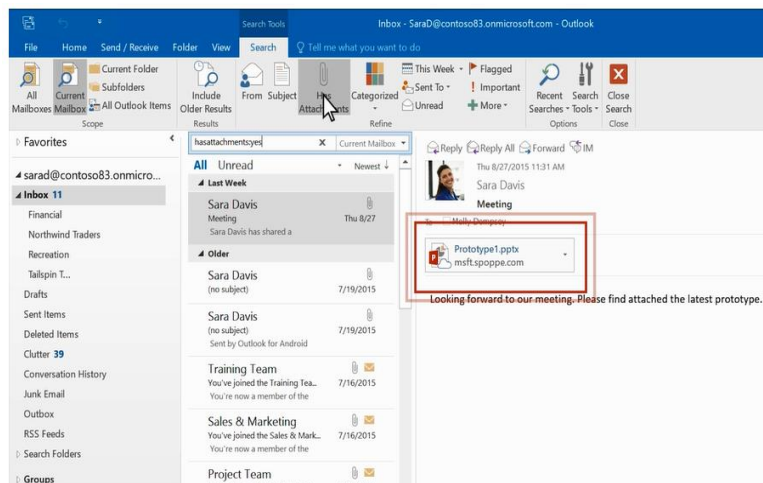
3. In the **Scope** group on the ribbon, choose where you want to search from – **All Mailboxes**, **Current Mailbox**, **Current Folder**, **Subfolder**, or **All Outlook Items**.



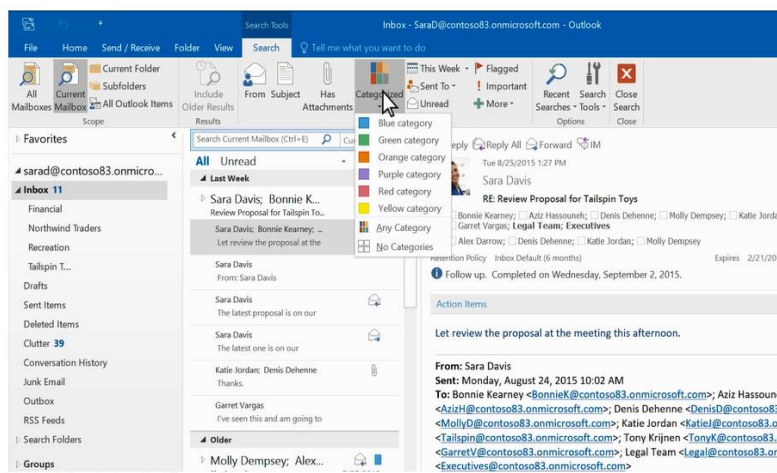
4. In the **Refine** group on the ribbon, choose whether you are searching by who sent you the message or by subject.

5. You can further filter search results by selecting:

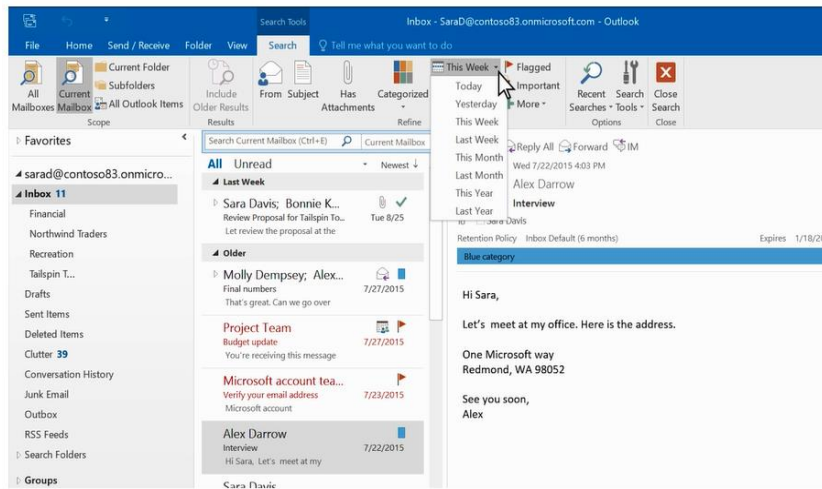
- **Has Attachments** – to find only emails with attachments



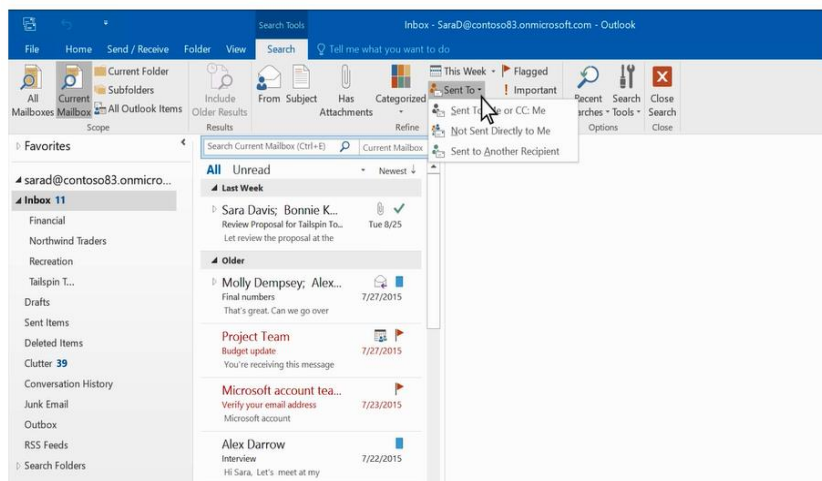
- **Categorized** – to find emails that have been assigned a specific category



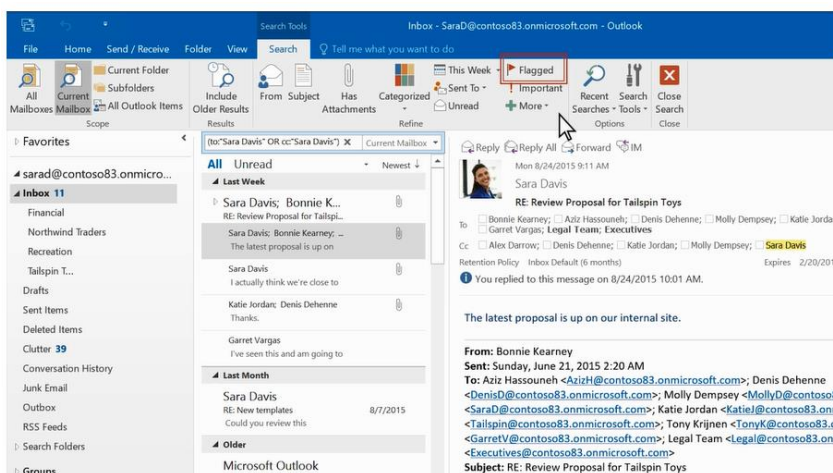
- **This Week** – to search by when the email was received. There are several time periods you can choose from (Today, Yesterday, Last Month, etc.)



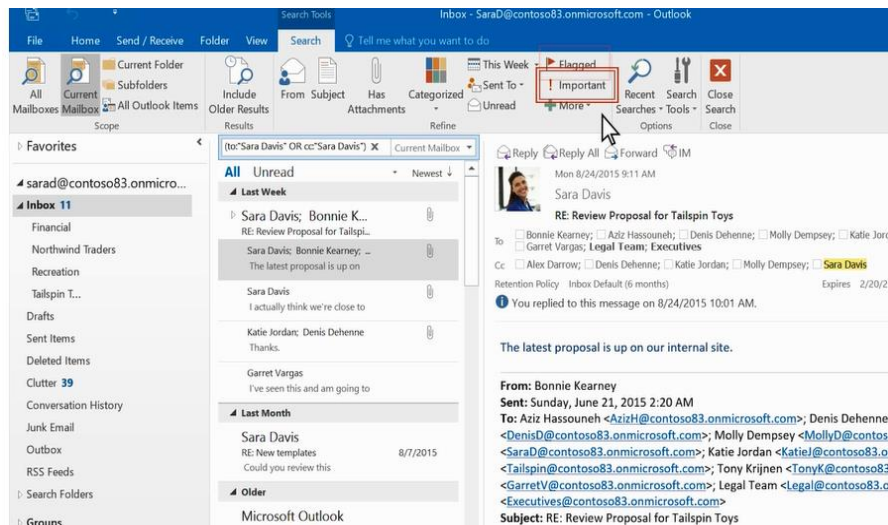
- **Sent To** – to find emails sent to you, not sent directly to you, or sent by another recipient



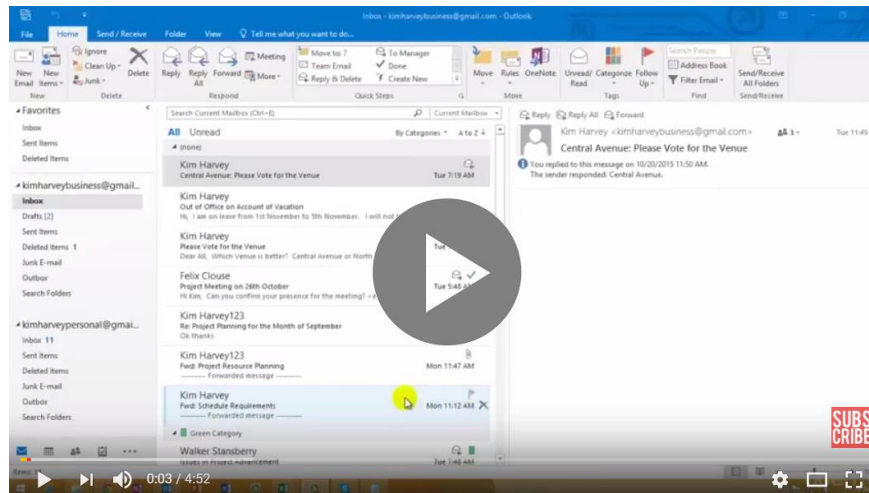
- **Flagged** – to find only emails flagged by you



- **Important** – to find only emails labeled as important



Working with mail folders

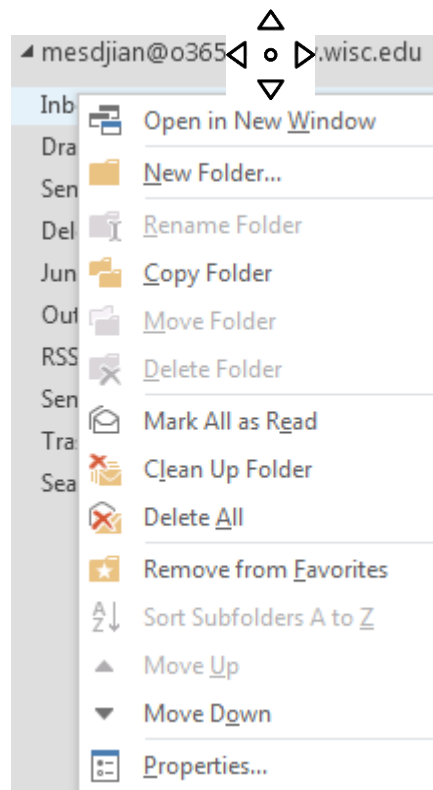


Microsoft Outlook 2016 Tutorial: Managing E-mail folders

Right-click menu for folders

Most of what you can do with a folder will be found in the right-click menu. Actions you can take include:

- **Open in New Window:** This will open the folder in a new window.
- **New Folder:** Use this to create a new sub-folder in the folder you right-clicked.
- **Rename Folder:** Rename the folder. You can't rename the default folders, such as the Inbox folder.
- **Copy Folder:** This will copy the folder as a subfolder to the destination selected in the popup window.
- **Move Folder:** Opens a window where you can select a folder to move this folder to. You can also move a folder by clicking it and dragging it to where you want it.
- **Delete Folder:** Delete the entire folder. Delete will move the folder to the Deleted Items folder.
- **Mark all as read:** Marks every item in the folder as read.
- **Clean Up Folder:** This will remove redundant messages in the selected folder and move them to your **Deleted Items** folder.
- **Delete All:** Deletes everything in the folder, including any sub-folders. **Warning:** These messages are not easily recoverable.
- **Show in Favorites/Remove from Favorites:** Adds the current folder to your Favorites.
- **Sort Subfolders A to Z:** This will sort the subfolders of the selected folder alphabetically.
- **Move up/down** Will move the selected folder up or down.
- **Properties:** Allows you to manage your autoarchive, permissions, and other settings related to your account.



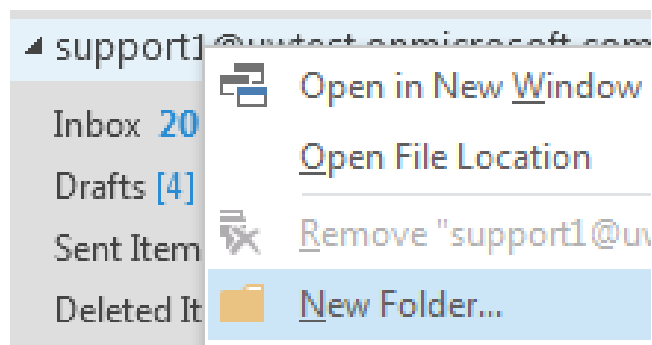
Creating folders

You can create additional folders to organize your messages any way you want. For example, you can create a folder for a specific project, or for all messages sent by a particular person, or all messages sent to a distribution group that you're a member of.

To create a new folder, right-click the parent folder you want to create the new folder in. If you want a top-level folder (a folder at the same level as your Inbox), you would use your mailbox as the parent folder.

To create a folder within your account:

1. Right-click your account.
2. Click **New folder**.

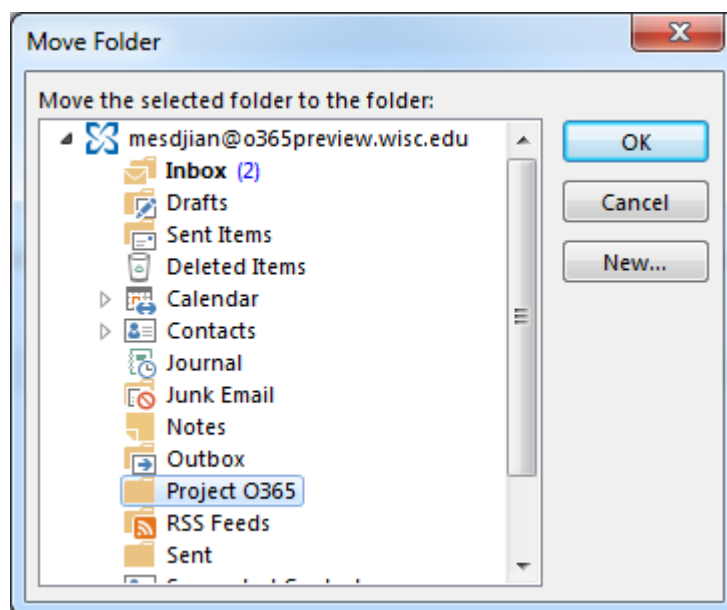


3. Type the name you want to use for this folder.
4. Press **Enter** or click away.

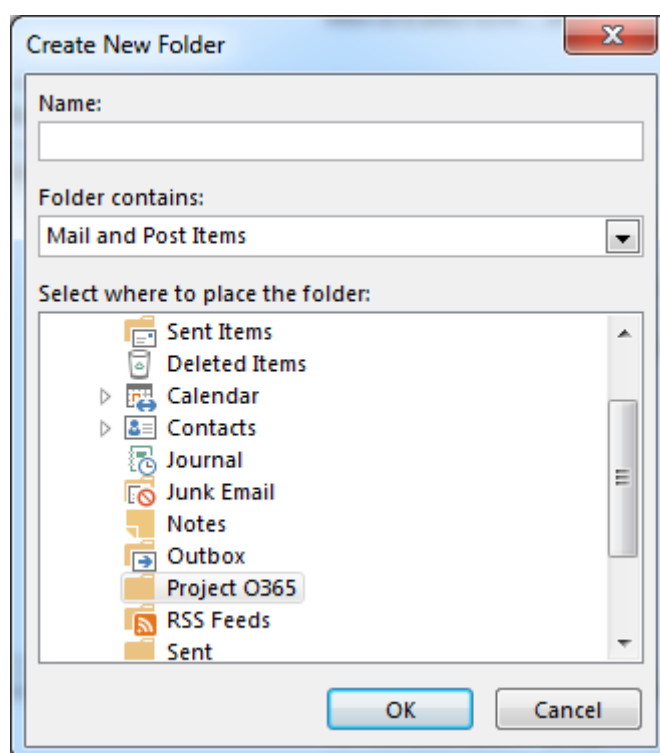
Moving folders

There are two ways to move a folder using Outlook 2016 for Windows.

- One way is to click on the folder you want to move and drag it to the destination folder.
- Alternatively, right-click the folder you want to move and click **Move**. A window will pop up that allows you to select a destination folder. Clicking on OK will move the original folder and all of its contents to the selected destination folder. Or click **Cancel** to close the move folder window without moving the folder.



- Additionally, you can create a new folder to move the original folder into by clicking on the **New...** button.



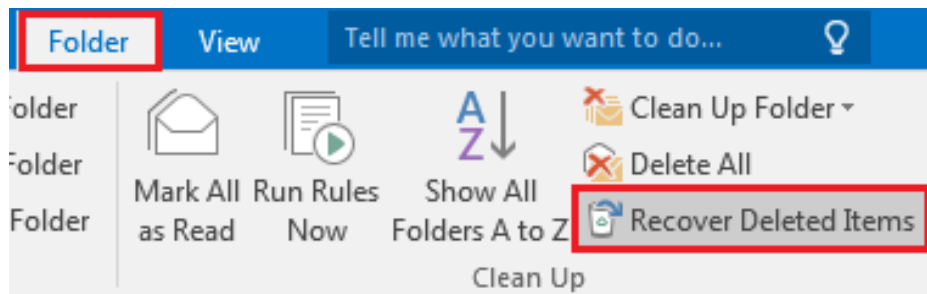
The Deleted Items folder

When you delete a message, it is first moved to the Deleted Items folder. You can either leave the messages there, or you can set Outlook to automatically empty your Deleted Items folder when you sign out. Your administrator may have set up a policy to empty items from your Deleted Items folder after they've been there for a preset number of days. For example, there may be a policy that deletes any message that has been in your Deleted Items folder for 30 days.

Recover deleted items

If your administrator has enabled the recover deleted items feature, you can use it to recover items that have been deleted from your Deleted Items folder. How long items will be recoverable depends on settings that are controlled by your administrator.

1. Go to **FOLDER** tab.
2. Click **Recover deleted items** from within "Clean Up" group..



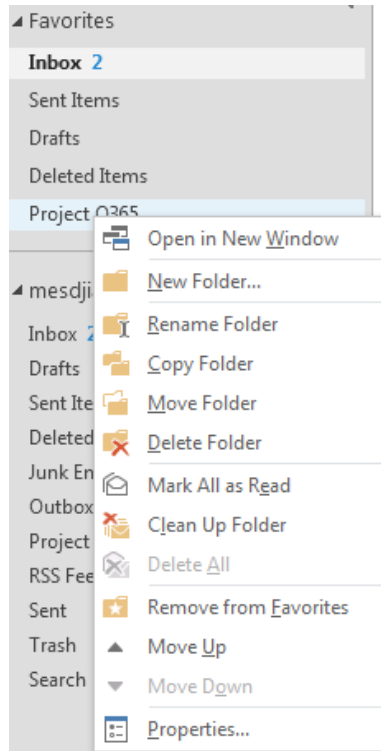
3. Click the item you want and then click **Recover Selected Items** button. The item will be moved to its default location. Messages will go to your Inbox, calendar items will go to your Calendar, contacts to your Contacts folder, and tasks to your Tasks folder.

You can also select **Purge** to permanently delete an item. If you purge an item, you won't be able to use Recover deleted items to get it back. Purging a message will **not** remove it from any backups that were made before you purged it.

Favorites

It's not unusual to end up with so many folders that it can be hard to keep track of which ones are most important to you. To make it easier to keep track of those folders, you can add them to your Favorites. Favorites don't appear in your folder list until you've added at least one folder to Favorites. Adding a folder to Favorites doesn't move the folder, but creates a link to it.

- To add a folder to Favorites, right-click it and click **Show in Favorites**.
- You can re-order folders in Favorites by clicking and dragging, or by right-clicking and then clicking **Move up** or **Move down**.
- To remove a folder from Favorites, right-click it in Favorites and click **Remove from Favorites**. This only removes the link to the folder from Favorites; it won't delete the folder from your mailbox.



- List three most important things in this unit.

- What questions, ideas and feelings have been raised by this unit?

- Evaluate your interest in this unit

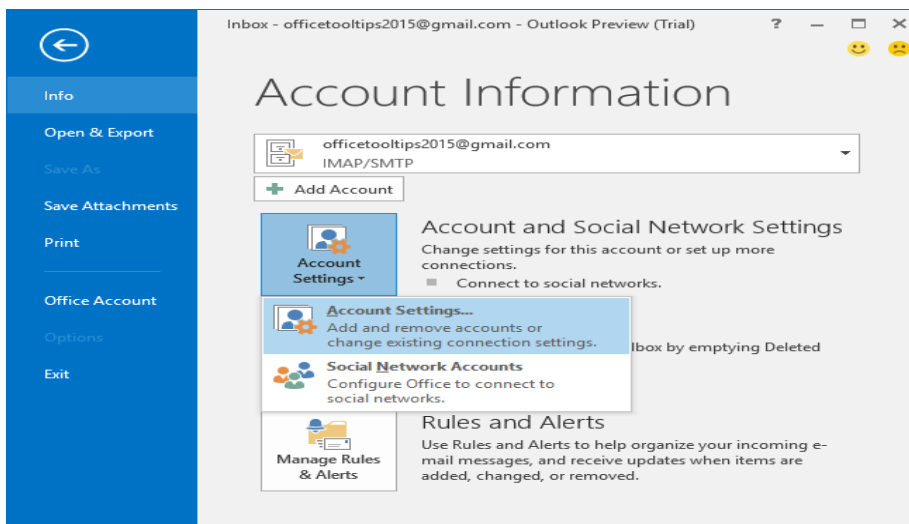


Organize Your Files, Folders, Email and Documents

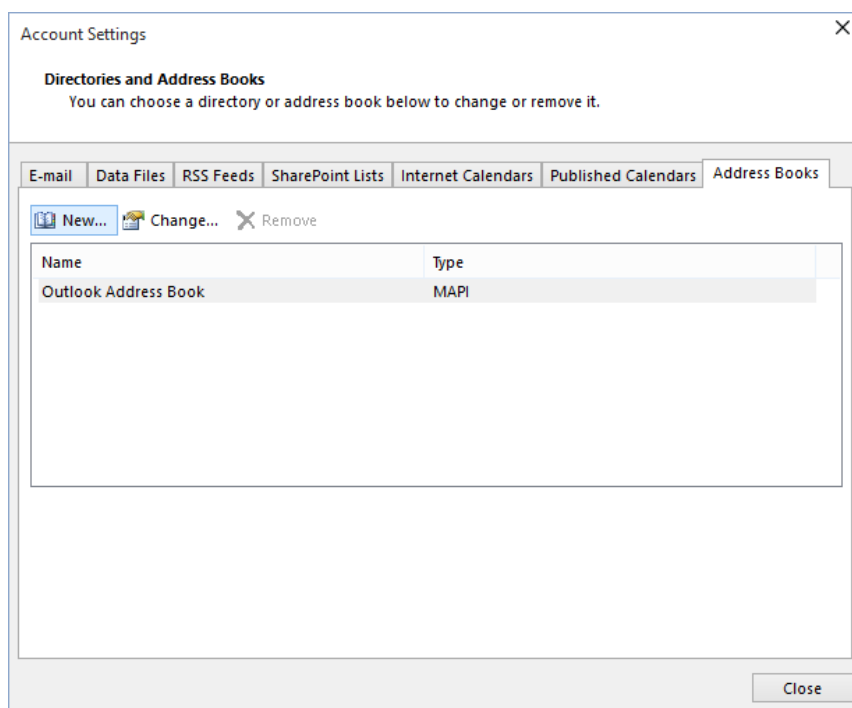
E-mail Management: Address Book

On the **File** tab, in the **Info** group, click the **Account Settings** button.

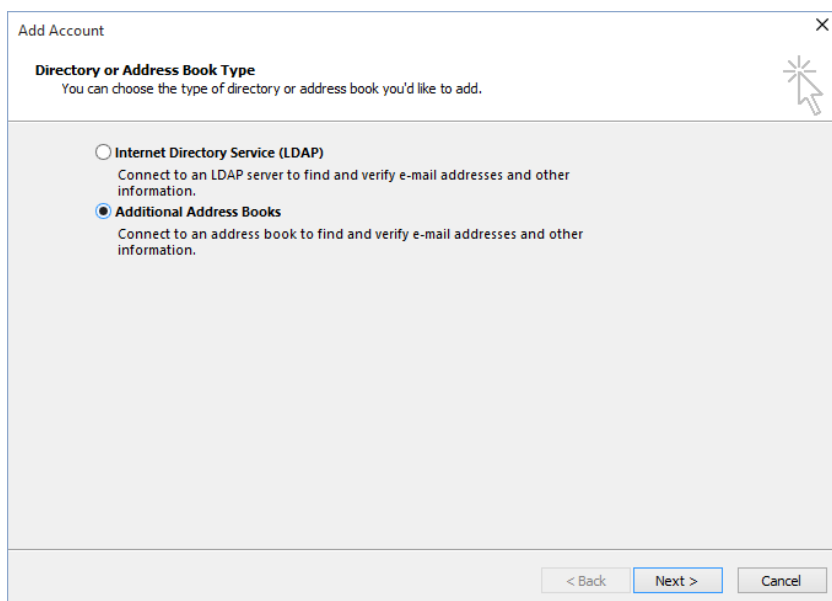
2. Select **Account Settings...** in the list:



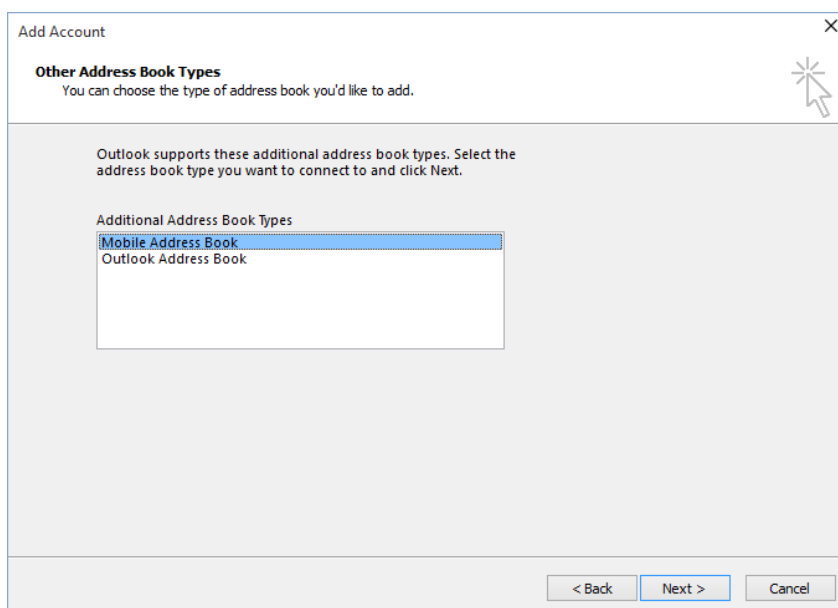
3. In the **Account Settings** dialog box, select the **Address Books** tab and click the **New...** button:



4. In the **Add Account** dialog box, select the **Additional Address Books** option and click the **Next >** button:



You will see a dialog box containing a list of **Address Book** types you can create: **Mobile Address Book** or **Outlook Address Book**.



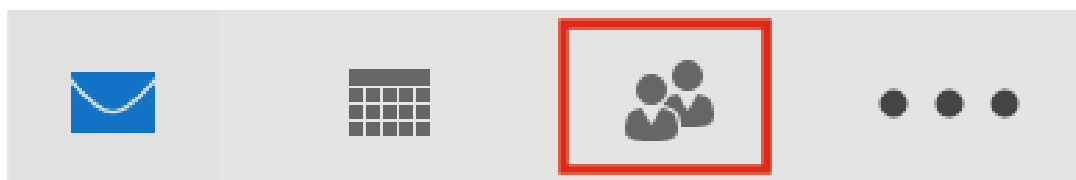
5. Do one of the following:
 - If you want to create an **Outlook Address Book**, click that option and then click the **Next >** button. Outlook creates the new **Address Book** and stores it in your Outlook profile. (You will receive an error message if you already have an **Outlook Address Book** defined for your profile.)
 - Click a **Mobile Address Book** and then click the **Next >** button to create a new **Mobile Address Book**.
6. To start using your new **Address Book**, you must close Outlook and then reopen it.

Create and edit a contact group

Use a contact group (formerly called a "distribution list") to send an email to multiple people -- a project team, a committee, or even just a group of friends -- without having to add each name each time you want to write them. You can include Contact Groups in messages, task requests, meeting requests, and in other Contact Groups.

Create a contact group

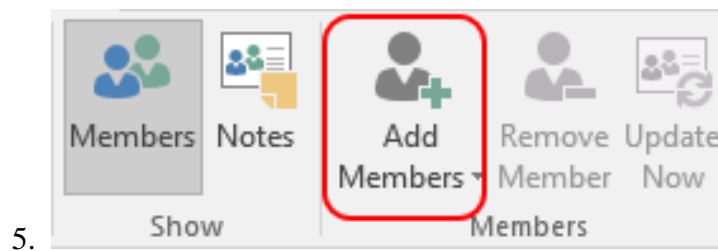
1. On the Navigation bar, click **People**.



2. Under **New**, select **New Contact Group**.



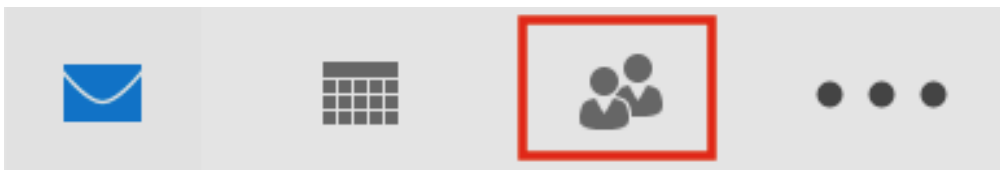
3. On the **Contact Group** tab, in the **Name** box, type a name for the group.
4. Click **Add Members**, and then add people from your address book or contacts list.



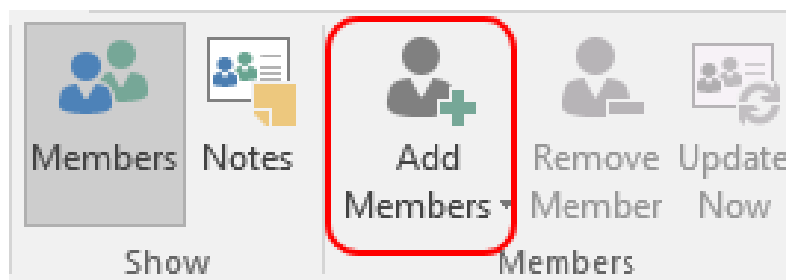
6. **Note** To add someone who is not in your **address book** or **contacts**, use the "New E-mail Contact" selection.
7. Click **Save and Close**.

Edit a contact group

1. On the Navigation bar, click **People**.



2. Find the group you want to edit and double-click the group to open it.
- o To **Add Members**



Click **Add Members**, and then add people from your address book or contacts list.

Note To add someone who is not in your **address book** or **contacts**, use the "New E-mail Contact" selection.

- To **Remove Members**

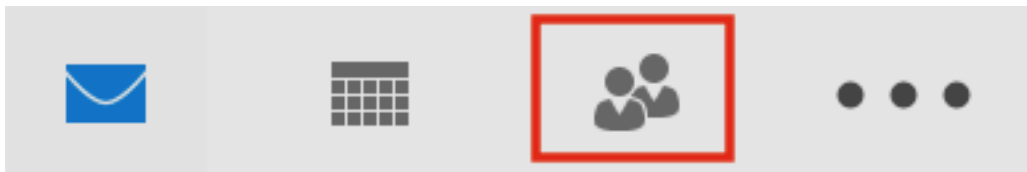
Select the member to remove from the list and click **Remove Member**, and then add people from your address book or contacts list.

3. Click **Save and Close**.

Delete a contact group

Important: Since personal groups are only stored locally on the computer you are on, once the group is deleted, it cannot be restored.

1. On the Navigation bar, click **People**.



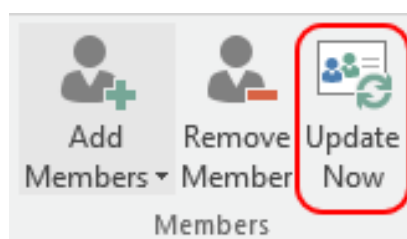
2. Find the group you want to delete and double-click the group to open it.
3. Click **Delete Group**.
4. Click **Yes** to confirm the delete action.

Modify a contact in a group

Note: There are times when you want to modify the name or email address of a contact that you have included in a group.

Contact exists within your personal Outlook contacts

1. Use the edit a contact instructions to modify the desired contact.
2. Find the group which contains the contact you just modified and double-click the group to open it.
3. Within the "Members" area, click **Update Now**.

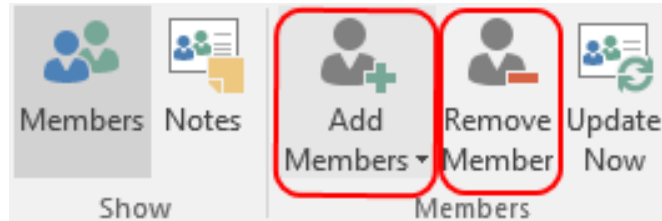


The modified contact will be updated within the group.

Click **Save and Close** to save your changes.

Contact does not exist within your personal Outlook contacts

1. Find the group which contains the contact want to modify and double-click the group to open it.
2. Select the member and click **Remove Member**.
3. Within the "Members" area, click **Add Members**



4. Click **Add Members**, and select 'New E-mail Contact'.
5. Enter the necessary information for this contact (which includes the new values you needed to make) and click **OK**. Note: It is recommended that you add this person to your personal contacts for ease of modification in the future.
6. Click **Save and Close** to save your changes to the contact group.

- List three most important things in this unit.

- What questions, ideas and feelings have been raised by this unit?

- Evaluate your interest in this unit

PARTICIPATORY LEARNING EXERCISES:

Exercise 4: everyone send an e-mail to one of the colleagues assigning task. The task has to be chosen in the list of the activities learned during the unit (Search For E-Mail; Create/Delete E-Mail Folders; Move folders; Recover Deleted E-Mail ; create an address book; create a distribution list). If the activity it is too difficult for the recipient, the sender will help him.

Case study

This morning, I received this little gem in my inbox (bold and everything):

Subject: We Are Looking For Offers For Our Database

Greetings Tina,

I represent a well known Internet company that has a substantial database of clients and prospects (over 20,000). We are looking for other companies or business units that would like to explore promoting their offers to our database and reciprocate by allowing us to promote our offer to their subscribers. It is my understanding that this may be something that could be of interest to you. Our web site address is www. . If you are interested in discussing this please contact me at . I will also follow up this email with a call, if you include a number when you reply. Otherwise feel free to contact me at the number below. I look forward to talking with you about our proposal.

My first instinctive reaction was “What the *bleep*?” I actually stopped reading the moment the email flashed open, because my eyes hurt from the brightness of the bold fonts. My follow up questions were: What do you need from me? What the heck are you selling? Why should I care?

After reading it about five times, I’m still left confused as to what they do, or what action items I can take – aside from giving up my phone number (which I would never do).

A more effective email might be:

Subject: Opportunity for Free Traffic

Hi Tina,

I’m writing on behalf of <web-url>. We make it easy for bloggers to network with one another.

Our site gets X monthly page views, just having your website listed in our network will expose it to many new readers.

Here are some websites currently in our community: <list of related and well known websites>. Joining takes less than 5 minutes and you'll love the results: <web-url>

Let me know if you have any questions.

<name>

< company name>

< site url>

Take Home Points:

- No rambling stories or long intros.
- Get to the point quickly.
- Next action clearly stated.
- Present benefits.
- Fonts and formatting matter.
- Review for conciseness, simplicity and clarity.
- One question per email.
- Be yourself – that is, the concise version of yourself.

** What types of email annoy you, as a receiver? What tips do you have for keeping email efficient? Got ideas for writing 'pitch' emails?*

FINAL TEST:

To test your outlook skills, we propose you these activities.

Do you remember the final test of the previous unit? (web search)



- a) Find the contacts in the three job offers that you have chosen.
- b) Create a new e-mail and write a message to submit your cv and motivation letter (that you have prepared in the previous unit).
- c) Attach the cv and the motivation letter to the e-mail
- d) Send the e-mail to a colleague in order to receive advice about the message
- e) Wait for his/her reply
- f) Open the reply and rewrite the e-mail with the corrections made by your colleague.
- g) Send the e-mail to the three job offers contacts.
- h) Create a folder called "job"
- i) Put in it the e-mails that you have just sent.

Messenger

IM is short for *instant message*, a type of communications service that enables you to create a kind of private chat room with another individual in order to communicate in real time over the Internet, analagous to a telephone conversation but using text-based, not voice-based, communication.

Typically, the instant messaging system alerts you whenever somebody on your private list is online. You can then initiate a chat session with that particular individual.

Typically an Instant Messenger program is installed on your local computer. You create an account then add other people using the same IM program to your contact list (also called a friend or buddy list). The program will alert you when a contact is online and you can initiate a chat session with that person. Most programs allow you to send instant messages back and forth with people in your contact list, create chat rooms for multiple contacts to communicate, share Web or video links, play sounds or connect with your friends using voice chat.

There are a number of options for free online, instant messaging. Some services use a proprietary protocol so contacts must use the same service to IM, while others offer compatibility with other services.

Messengers available in the web

Currently Messenger rates have gradually evolved and every day there are those who take control of virtual conversations. Some of these are:

WHATSAPP

One of the most used today is the application of "Whatsapp" a mobile application that has now developed a new system that allows you to use it from your computer via the link <https://web.whatsapp.com/>. Whatsapp keeps conversations private on your computer with your contacts (with telephone contacts that are in your phone book mobile and they also have whatsapp (not all devices have it installed or supported operating systems).

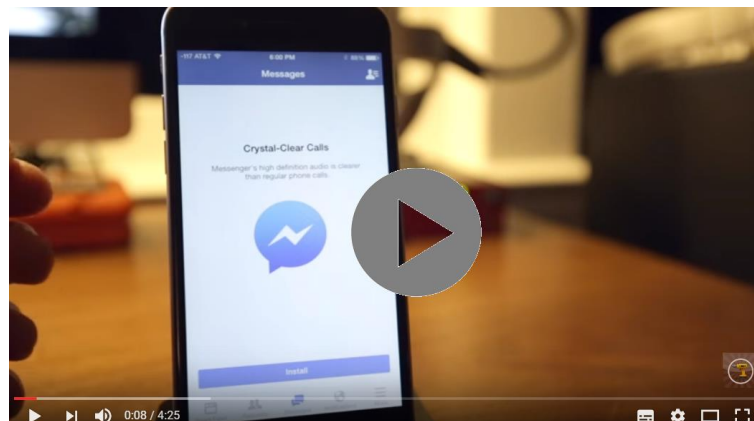
*** Follow the step-by-step guide in the study case section below on how to set up a WhatsApp account.**



How to use WhatsApp on your smartphone

FACEBOOK

Another great example within the possibilities of chat has been created by "Facebook". Six years ago he created a new Facebook application (exclusively for mobile phones) through which can keep totally private conversations with your Facebook contacts, only the parts that you speak are those who can read the conversation. On mobile devices there is an application that you have to download on your computer but you can keep the conversation automatically from the own Facebook page (www.facebook.com)



Facebook

LINE

meanwhile, is an instant messaging application for mobile phones, PC and Mac. In addition to basic messaging, you can send images, videos, audio messages and make calls VoIP. The app searches for contacts who already use the service on your agenda and adds them directly but later can be eliminate or include others simply using your username. The application also allows the creation of groups of contacts. In addition, the ability to send messages joins that of making calls over the Internet, like other similar apps like Skype (<http://line.me/es/>)



Line App: How to use

VIBER

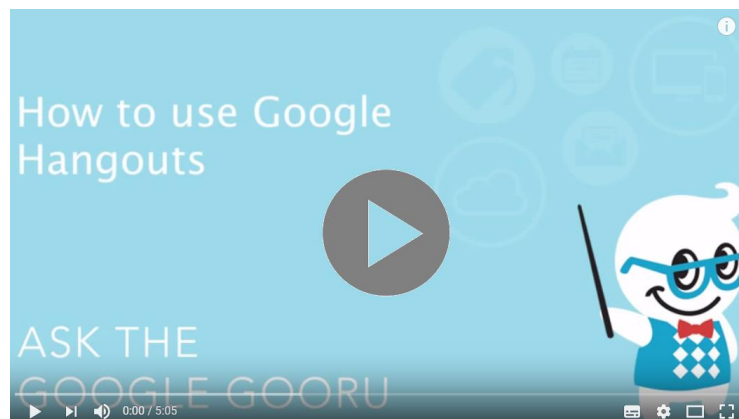
Is an application that allows users to make free phone calls and send free text messages to anyone who has the application installed. Viber works on 3G and WiFi networks. The main functions of Viber are service calls and text messaging between users Viber free (<https://www.viber.com/es/>) It also has a video calling service but the service is currently in a beta phase and has other features such as file sharing such as images and audio files. When adding contacts, the Viber platform is done automatically, so if you have a contact stored in the phone using Viber, will be added.



How to use Viber

HANGOUTS

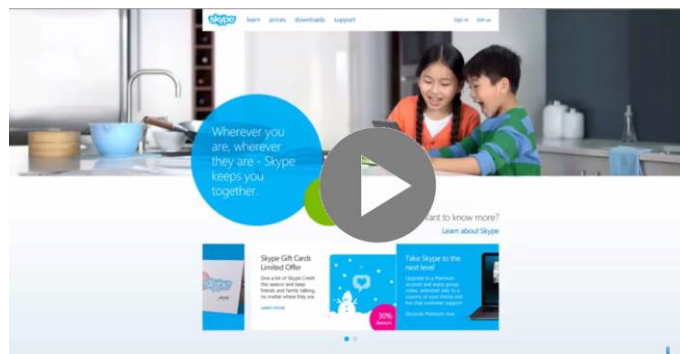
is a cross-platform instant messaging application developed by Google Inc. It was created to replace the services Google Talk, Google+ Messenger and Google+ Hangouts, unifying all these services in a single application. Hangouts allows discussions between two or more users and, as in the Google+ Hangouts, you can make video calls with up to 15 people in web and 10 people from a smartphone. The talks made are stored in the cloud allowing with this sync between different devices (<https://hangouts.google.com/?hl=es>)



How to use Google Hangouts

SKYPE

Skype is for doing things together, whenever you're apart. Skype's text, voice and video make it simple to share experiences with the people that matter to you, wherever they are. With Skype, you can share a story, celebrate a birthday, learn a language, hold a meeting, work with colleagues – just about anything you need to do together every day. You can use Skype on whatever works best for you - on your phone or computer or a TV with Skype on it. It is free to start using Skype - to speak, see and instant message other people on Skype for example. You can even try out group video, with the latest version of Skype.



New to Skype - A Full Tutorial

<https://youtu.be/NMAeAeyh7zMI> If you pay a little, you can do more things, in more ways, with more people – like call phones, access WiFi or send texts. You can pay as you go or buy a subscription, whatever works for you. And in the workplace, this means you can bring your entire ecosystem of workers, partners and customers together to get things done. Try Skype out today and start adding your friends, family and colleagues. They won't be hard to find; hundreds of millions of people are already using Skype to do all sorts of things together.

SNAPCHAT

is a mobile messaging application used to share photos, videos, text, and drawings. It's free to download the app and free to send messages using it. It has become hugely popular in a very short space of time, especially with young people. There is one feature that makes Snapchat different from other forms of texting and photo sharing: the messages disappear from the recipient's phone after a few seconds.

This message will “self-destruct” in 10 seconds.






It is simple to use; you take a picture using your camera phone, select recipients from your contacts, decide how long you want the message to be visible for (up to 10 seconds), and click send. For the recipient, the process is very like getting a text message, simply tap to view a snap. Also, the message disappears from their phone once the time limit has expired, although the details of the sender and the time stamp remain. Users can add friends from their phone/device contact lists in addition users can now add friends who are nearby them, so if users are hanging out in a group – it is now easier for them to connect and become friends.






How to use Snapchat

PARTICIPATORY LEARNING EXERCISES:

Exercise 1: Get in groups of four and write a description of the following messenger applications. Visit the links provided.

Type	Messenger	Description
Most Used	WHATS APP 	
	VIBER 	
	FACEBOOK  MESSENGER	
	HANOOTS 	
	SKYPE 	

	<p>WINDOWS</p>  <p>MESSENGER</p> <p>SNAP CHAT</p> 	
	<p>YAHOO MESSENGER</p> 	

- List three most important things in this unit.
- What questions, ideas and feelings have been raised by this unit?
- Evaluate your interest in this unit

What are messengers used for

With instant messengers you can keep a list of people you interact with. You can IM with anyone on you contact list if they are connected.

Most IM programs provide these features:

- Instant messages – Send notes back and forth with a friend who is online
- Chat – Create a chat room with friends or co-workers
- Web links – Share links to your favourite websites
- Video – Send and view videos, and chat face to face with friends
- Images – Share photos and look at an image stored on your friends computer

- Sounds – Play sounds for your friends
- Files – Share files by sending them directly to your friends
- Talk – Use the microphone to talk with your friends instead of making a call
- Streaming Content – Real time or near real time stock quotes and news
- Mobile capabilities – Send instant messages from you mobile phone

At this time, instant messaging has overturned and has focused on mobile applications, cross-platform applications, and Web services that do not require the use of any application to function. Some are particularly relevant as they can be: Facebook, Messenger, Skype, Line, Hangouts, Telegram and Whatsapp.

Create a Facebook account and play around with all the options Facebook has to offer.

Follow these 8 steps:

Building Your Profile

The image shows a screenshot of the Facebook mobile sign-up page. At the top, there is a blue header with the Facebook logo and login fields for 'Email or Phone' and 'Password'. Below the header, there is a section for mobile app promotion with a smartphone image and text: 'Connect with friends faster, wherever you are. The Facebook application is now available on 2500+ phones.' Below this, there are three bullet points: 'Faster, smoother browsing', 'Works with your phone's camera and contacts', and 'No periodic updates - just 1 easy download'. A 'Get Facebook Mobile' button is present. To the right, the 'Sign Up' form is highlighted with a red border. It includes fields for 'First Name', 'Last Name', 'Your Email', 'Re-enter Email', 'New Password', 'Birthday' (with dropdowns for Month, Day, Year), and 'Gender' (Female, Male). A 'Sign Up' button is located below the form. At the bottom of the page, there is a 'wiki How to Use Facebook' logo.

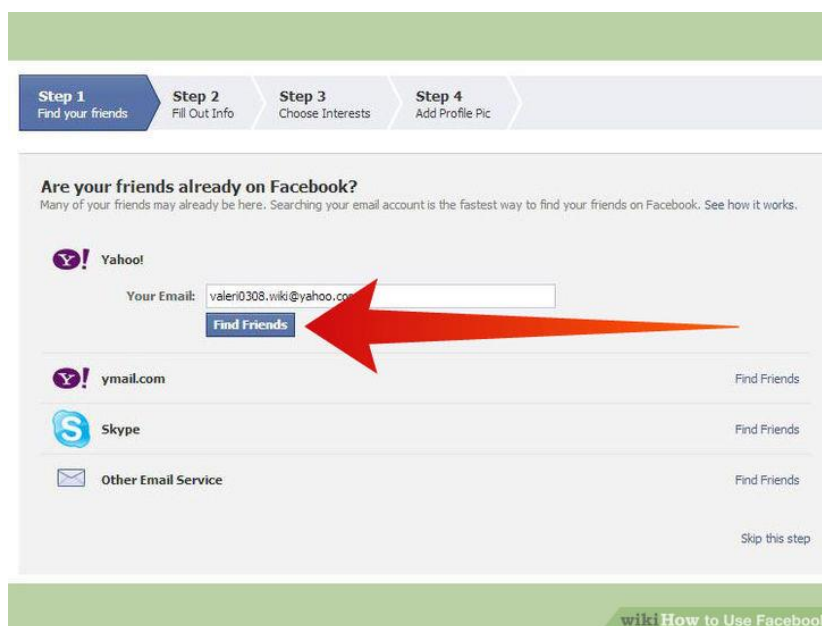
1 Fill out the Sign Up form. You will need to enter your first and last name, your email address, your birthday, and your gender. You will also need to come up with a password. Facebook accounts are free.

You will log in to Facebook with the email address you provide.



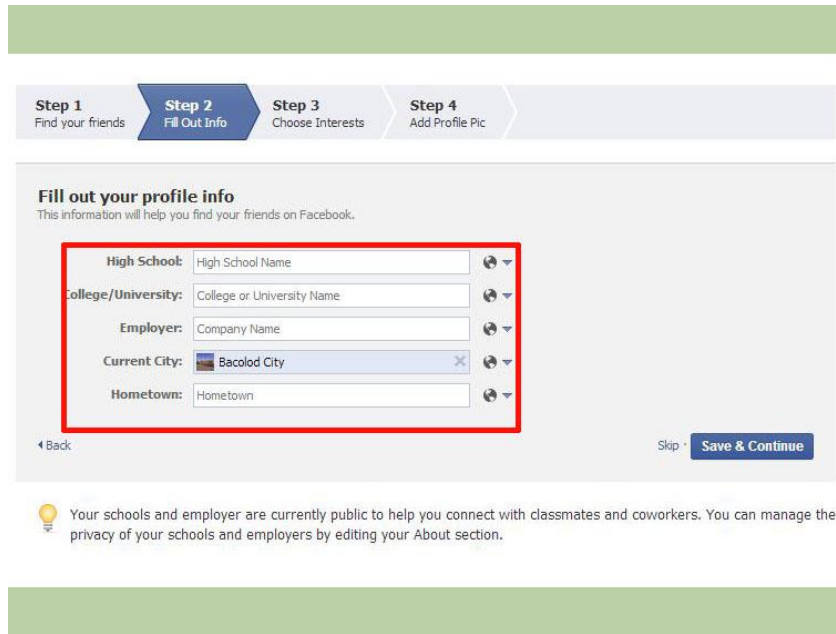
The image shows the Facebook 'Sign Up' form. At the top, it says 'Sign Up' and 'It's free and always will be.' Below this are several input fields: a first name field containing 'valeri', a last name field containing 'wiki', an email address field containing 'valeri0308.wiki@yahoo.com', and a password field with masked characters. There is also a 'Birthday' section with dropdown menus for month (Mar), day (8), and year (1984), and radio buttons for gender (Female selected, Male). A green 'Sign Up' button is at the bottom, with a red arrow pointing to it from the right.

2 **Click the Sign Up button.** You will need to enter the captcha phrase to prove you're human. After clicking Sign Up again, the account creation process will begin. ^[1]_[SEP]



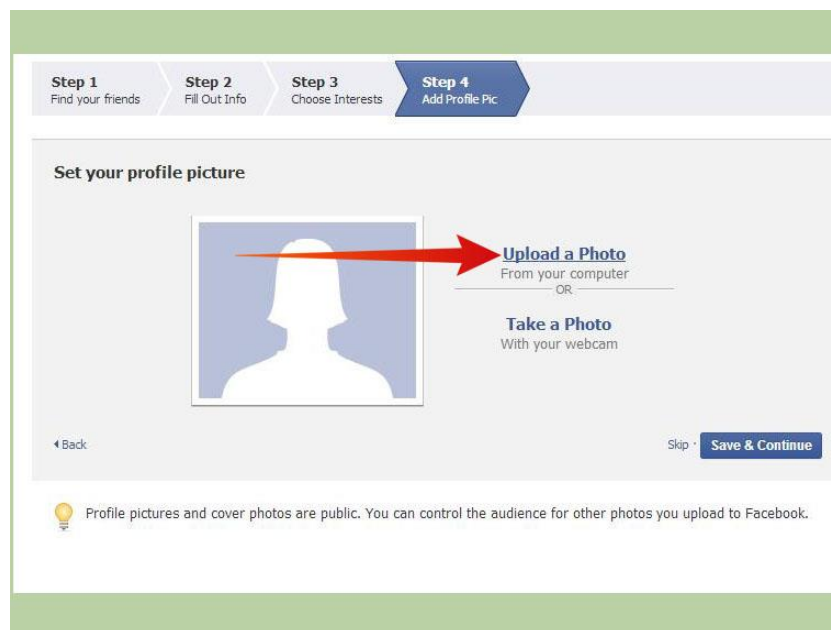
The image shows the 'Are your friends already on Facebook?' screen. At the top, there is a progress bar with four steps: Step 1 (Find your friends), Step 2 (Fill Out Info), Step 3 (Choose Interests), and Step 4 (Add Profile Pic). Below the progress bar, the text reads 'Are your friends already on Facebook?' and 'Many of your friends may already be here. Searching your email accounts is the fastest way to find your friends on Facebook. See how it works.' There are four rows of email services: Yahoo!, ymail.com, Skype, and Other Email Service. Each row has a 'Find Friends' button. A red arrow points to the 'Find Friends' button for the Yahoo! entry. At the bottom right, there is a 'wikiHow to Use Facebook' logo.

1. **Add a friend or two.** Before you begin creating your profile, Facebook will suggest people to add as friends. If you don't recognize them, feel free to skip to the next step of the process. You will then be asked if you want to scan your email accounts for any other Facebook users. Again, you can skip this process if you'd like and just add friends through Facebook itself later. ^[1]_[SEP]



4 Enter in your education and current employer. This is completely optional, but will help others find and connect with you.

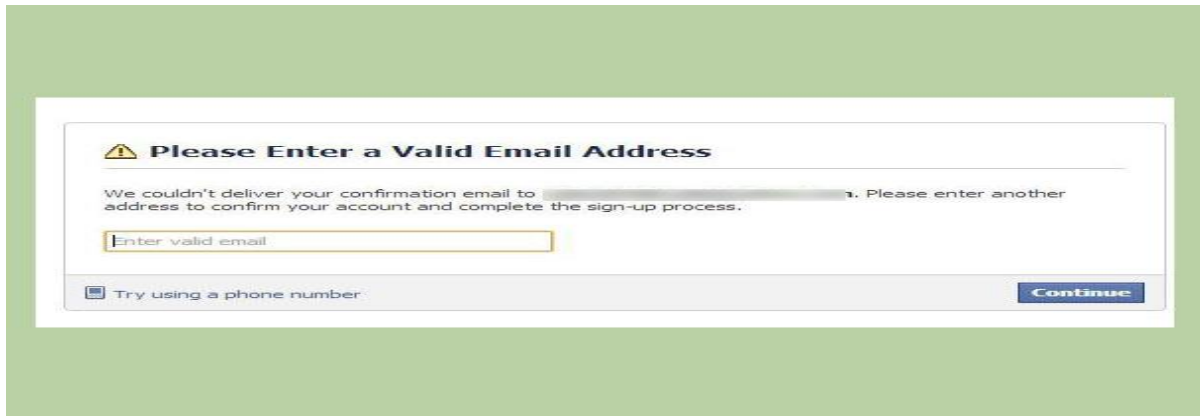
5 Add a photo of yourself.



6 Verify your account. Once you've finished the account creation process, you will be taken to your Newsfeed. At the top of the page, you will see a message notifying you that an activation email has been sent to the address you signed up with

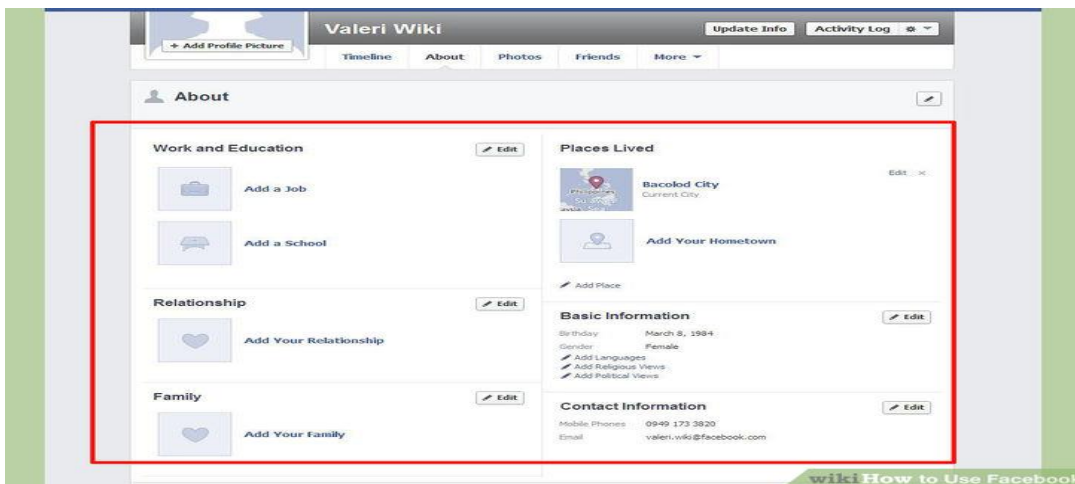
- Open the email and click on the verification link. You will need to enter the code that is included in the message.

- Once your account is verified, you can begin using Facebook.



7. Fill out the rest of your profile. Click the “Edit Profile” link underneath your picture in the top-left corner. Add the information that you want to share. You can add a lot of information to your Facebook account. Some profile options include:

- Relationship Status
- Hometown
- Current Home
- Favorite Quotes
- Religious Views
- Political Views



8. Set the privacy options for each piece of information you add. When you add information to your profile, you can click the Privacy button to the right of the entry. This will allow you to choose who can see what you've shared. You can share with your Friends, the Public, and specific lists (groups) of friends.

PARTICIPATORY LEARNING EXERCISES:

Exercise 2: Write a list of the advantages in using messenger. What would you use messenger for?

- List three most important things in this unit.
- What questions, ideas and feelings have been raised by this unit?
- Evaluate your interest in this unit

testing different messengers



By testing different messengers you can see which messenger best suits you.

It also depends on the messengers your friends are using. Like this you can communicate with them.

Lets follow this step by step guide and try and make a call via Skype with your partner

Okay, you've got your computer turned on and connected to the internet. You've downloaded Skype and set up your account <https://support.skype.com/en/faq/FA79/how-do-i-install-skype>. You've plugged in a webcam or got yourself a headset (or maybe both!) and you've set up your contacts. So how do you actually call someone on Skype?

Worry no more, because here's the guide you've been looking for!

You'll need:

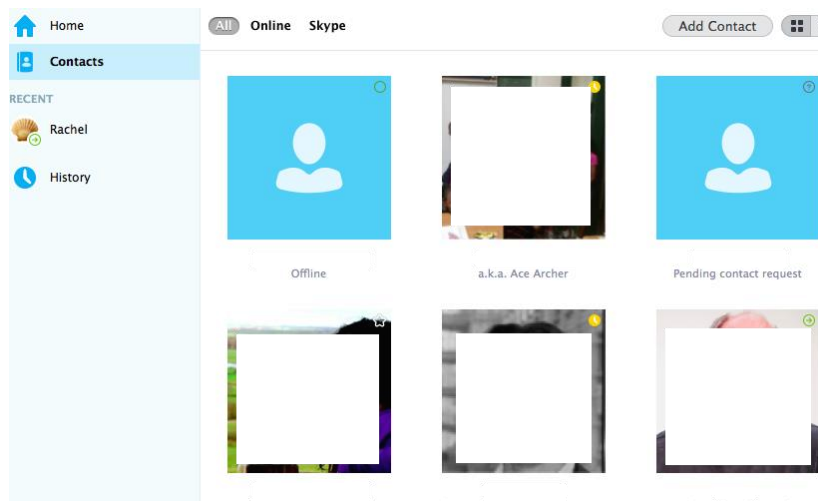
1. A Skype account and the Skype program installed on your computer
2. Speakers and a microphone – many computers have these built in (especially laptops), many webcams also come with a microphone and you can also use a headphones-and-microphone headset that can be bought quite cheaply
3. A webcam – this is optional (you can communicate just by text or voice if you want) but video calling is one of the most popular features of Skype
4. At least one Skype contact logged in – after all, you'll need someone to talk to!

This guide is specifically for Windows computers, but Skype is also available for Apple Macs (<https://www.skype.com/en/download-skype/skype-for-mac/>).

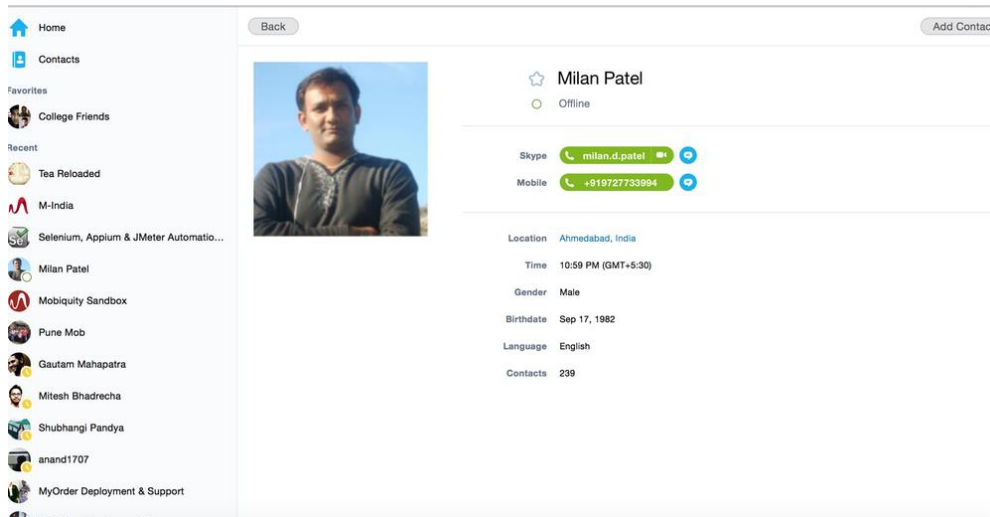
Follow these step-by-step instructions to make a Skype call:

Step 1: Make sure you're logged into Skype and that the main window is open.

Step 2: Click **Contacts** on the left hand side and then double click the name of the friend you want to call.



Your friend's profile now appears in a new window.



Next to their picture (if your friend has included one) is a series of buttons.

Here's what they do:

2. **Video call** – Start talking to your friend face to face through your webcam.

3. **Call phone** – If you want to call your friend, press this button to make what amounts to a normal phone call to your friend to a phone number you've attached to your Skype account (you'll need to pay for this see our guide to buying Skype credit for how to do this). Or if you just want to call someone without using video, click on the arrow next to **Call Phone** and choose **Call Skype**.

4. **(Plus sign) Add participants, send files, and more** – Clicking on the **plus** sign brings up a new list of options:

- You can call multiple people at the same time, making it a conference call. When the conference window appears, click on each of your friends to select them and click on add to include them in the call. The next window will show the friends added. You can then either do a video call or a standard call without video.
- You can also send a friend files from your computer by clicking on the **plus** sign and then choose **send file**. Browse your computer for the file and click on **Open**. The file will be sent immediately or as soon as your friend comes online.
- You can also send contacts to a friend from the plus sign.
- It is also possible to share screens. Whilst you are on a call, this gives your friend the ability to see something on your screen, or for someone to remotely access your computer screen (this can sometimes be useful for a friend or family to resolve any problems that

you might have by being able to control your computer remotely).

Call Quality Information – This allows you to make sure that every component required to use Skype is working well enough for good-quality calls.

Step 3: Click the **Video call** button. (Note: The following procedure is the same

if you click the ‘Call’ button – the only difference is that your friend will see only your profile picture, not you in the flesh on your webcam.)

Step 4: You’ll hear a ringing sound (like a telephone) while Skype attempts to get in touch with your friend’s computer. The window now shows your friend’s profile picture.



Below this, in a smaller box, is the view from your own webcam. While you wait for your call to be connected, you can use this box as a ‘mirror’ to make yourself

look presentable. You can also move it to anywhere in the window by clicking and dragging it. Or you can click the small down arrow on the picture to get rid of it completely, but remember that your friend will still be able to see it – and you!

Step 5: Assuming that your friend picks up, they (or whatever they have their webcam pointing at!) should now appear on your computer screen as a ‘video stream’. Feel free to natter away to

your heart's content. Your own video showing what the other person will see will appear as a small square in the bottom right corner.



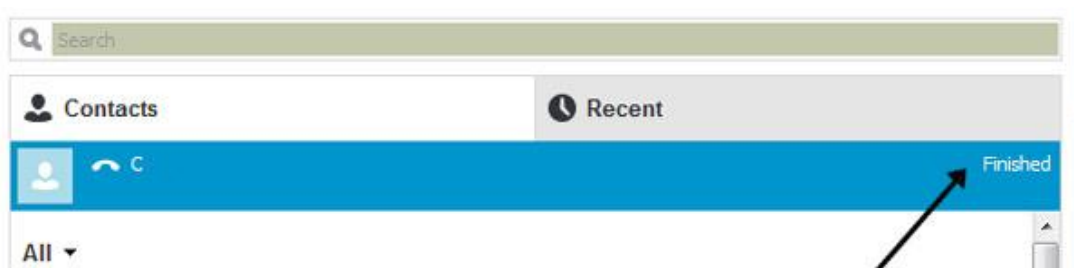
There are also some controls at the bottom of the screen that you should know about. From left to right, these are:

- **Hide/Show IM (small speech bubble icon)** – Displays ‘instant messaging’ (chat) controls and text messages at the bottom of the screen (see link to instructions about this below). Click the icon again to get rid of them.
- **Turn off video (videocam icon)** – Clicking this will turn off your video stream, which means that your friend will be able to hear your voice but won’t be able to see you. When it’s turned off, a red line goes through it. Click it again to restart broadcasting video.
- **Mute your microphone(microphone icon)** – This works just like ‘Turn off video’ except that it stops your friend from hearing you. It’s very useful if you want to keep a conversation in your ‘real’ life private.
- **Add participants, send files, and more (plus sign icon)** – This button brings up a small menu that lets you send files or contacts to your friend or add more people to the call.
- **End call (red handset icon)** – Clicking this allows you to ‘hang up’ and end your call.
- **Call quality information (volume icon)** – Here you’ll find a host of info that lets you know exactly how every part of Skype is running and helps you locate any problems. Since it’s to do

with the strength of your broadband connection, it looks like a mobile phone reception bar.

- **Full Screen option for this call (screen with arrows icon)** – This allows you to expand the window into full screen.

Step 6: Once you're finished talking to your friend or just gazing longingly into each other's eyes, you can hang up by clicking on the red handset icon (**End call**). The fact that you've ended your call will be recorded in your contacts bar.



Done!!!

PARTICIPATORY LEARNING EXERCISES:

Exercise 3:

1. Find the top 5 messenger pages and get a better understanding on how each messenger works.
2. Get into groups of 4 and test each of the messengers between you
3. Share your favourite instant messenger with each other.
 - List three most important things in this unit.
 - What questions, ideas and feelings have been raised by this unit?
 - Evaluate your interest in this unit

Creating effective messages

It is important to know how to create an effective message so you can understand the person on the other side of the instant conversation. A special language has been created to make the conversation shorter and faster to type.

How to communicate through messenger

In communication theory it would be an additional coding language itself that applies to the message, and is used with texts like SMS messages, chat, and instant messaging. These new emerging codes of language spread with the rise of instant messaging and short message service. Such language or coding language is not universal, and each language has its set of rules based on the possible abbreviations and own phonetics of each language.

We can see the limitations of language in each social network

- **Twitter** is a social network of "microblogging", so called because it allows a maximum of 140 characters per message. This social network has added neologisms in our everyday vocabulary, words like trending topic (TT), tweet list (TL) or retweet and even new verb as "retweeting" (RT).

- **Facebook:** the website is most affected by cyber discourse, a form of "written speech" that was imposed as the new mode of communication juvenile.

In general, messages are concise and direct by the grammatical structure that Facebook offers. As mentioned above, the virtual space does not require a "correct" or normative use of language, which enables them adopted these new codes and that within the platform, especially in the "private" space or "chat" can make changes to the language without being negatively affected the relationship established between people who are involved in the conversation.

- **Tuenti:** social network serving for teens to communicate, upload photos and publish content of interest. This social network has taken the step of private being, which is accessed through an email invitation to be public

The language that is used in chats and abbreviations that make it easier to understand and the length of the message depends on the language in which it is entered.



PARTICIPATORY LEARNING EXERCISES:

Exercise 4: Write down a list of **English language** abbreviations used in chats. Try to introduce some of these into your conversation.

- List three most important things in this unit.
- What questions, ideas and feelings have been raised by this unit?
- Evaluate your interest in this unit

Case study

HOW TO CREATE AND USE THE WHATS APP APPLICATION

We have chosen this application as it is the most used worldwide and it can be used on both your computer and mobile phone. Remarkably easy setup, automatic syncing with your phone's contacts and a feature-rich, ad-free experience all combine to make WhatsApp (Android, iOS, WP8) a wildly popular mobile and web messaging app. Users can send text, photos, voice and short video messages to their WhatsApp contacts. The app does require phone functionality, so it won't work on all devices.

Before you download and install WhatsApp, make sure WhatsApp supports your phone type. Please check this [here](#).

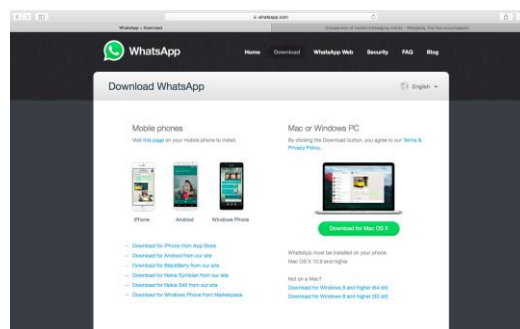
1. *First of all you need to enter www.whatsapp.com on your internet explorer*



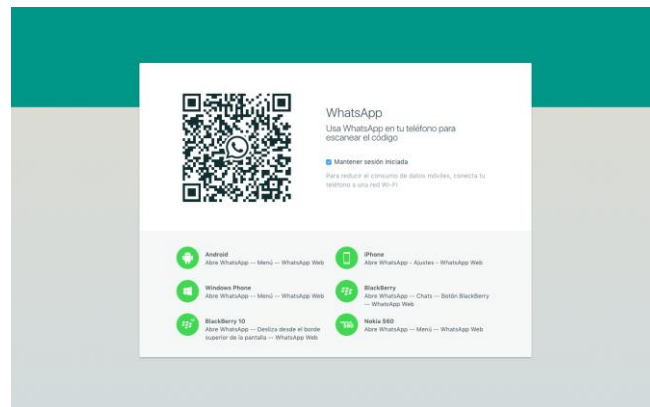
2. *Once you are on the WhatsApp home page click on the Download Button*
3. *Choose the device you would like to download the application and press download*

If you are downloading to your computer you will be asked to scan a QR code provided to give you the option to install on your mobile.

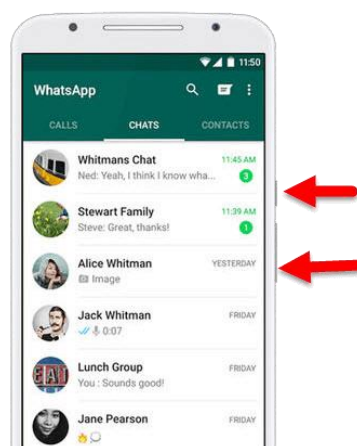
You will be asked if you want to find friends on your phone contact list. Press yes



Once installed, ensure that the friends who you wish to message have WhatsApp installed on their phones. If they do not show up under the Favorites screen (Contacts tab on Android), carefully add their numbers to your phone contacts:



- 1) Enter the number the same as you would if you were to make a phone call to that person. Double check to make sure you entered the number correctly.
- 2) If this is an international phone number, do not use any exit codes or leading 0s. **Start all international phone numbers with a + sign, followed by the country code.** For specific examples and instructions, see [this article](#).
- 3) Open WhatsApp and refresh your **Favorites** list (**Contacts** tab on Android).



1. *Now that this contact is visible in WhatsApp, select their name and click on it. You can now message your friends.*

2. *You will see your conversation on the right side and your contact on the left side*



3. *Have a look at all the option available when having a conversation and test them out.*

For example:

- *Send photos*
- *Record a voice message*
- *Using Emojins to express your emotions*
- *Change the language to your native language.*
- *Take a photo and send*
- *Start a group conversation*

USEFUL LINKS

Messenger Sites:

- <https://www.whatsapp.com>
- <http://www.viber.com/es/>
- <https://www.facebook.com>
- <https://www.skype.com/en/>
- <https://www.snapchat.com/l/es/>
- <https://messenger.yahoo.com>

Setting up accounts:

- <https://www.facebook.com/help/188157731232424?helpref=topq>
- <https://support.skype.com/en/faq/fa12413/how-do-i-create-a-skype-account>
- <https://support.snapchat.com/en-GB/about/getting-started>
- <https://support.viber.com/customer/portal/articles/1340165-getting-started-viber-setup#.V5HaDWMY5EQ>
- <https://www.messenger.com/features>

Other Useful links:

- <http://thedroidreview.com/top-10-best-instant-messaging-apps-for-android-im-apps-2016-4609>
- <http://www.androidauthority.com/best-messenger-apps-for-android-665859/>
- <http://computer.howstuffworks.com/e-mail-messaging/instant-messaging.htm>

New media

New media vs social media

New media according to Wikipedia New Media is defined as "...a broad term in media studies that emerged in the latter part of the 20th century. For example, new media holds out a possibility of on-demand access to content anytime, anywhere, on any digital device, as well as interactive user feedback, creative participation and community formation around the media content. Another important promise of new media is the "democratization" of the creation, publishing, distribution and consumption of media content. What distinguishes new media from traditional media is the digitizing of content into bits. There is also a dynamic aspect of content production which can be done in real time, but these offerings lack standards and have yet to gain traction".

Wikipedia, an online encyclopedia, is an example, combining Internet accessible digital text, images and video with web-links, creative participation of contributors, interactive feedback of users and formation of a participant community of editors and donors for the benefit of non-community readers. Facebook is an example of the social media model, in which most users are also participants.

Social media is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration. Websites and applications dedicated to forums, microblogging, social networking, social bookmarking, social curation, and wikis are among the different types of social media.

Job seeking

One of the most common ways today's job seekers uncover employment opportunities is by using online sources. There are hundreds of job boards, both generic and niche, as well as aggregators, social media channels, networking groups and staffing company websites to choose from.

How to make the most of Job Search Websites?

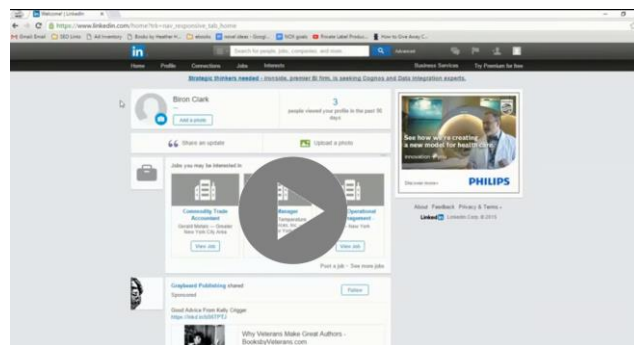
The most important secret to making online job search sites work for you: Use them sparingly.

And here are some valuable advices⁵:

- Spend only 10% of your job search hours on job sites.

⁵ The advices come from the official site of the Forbes (www.forbes.com).

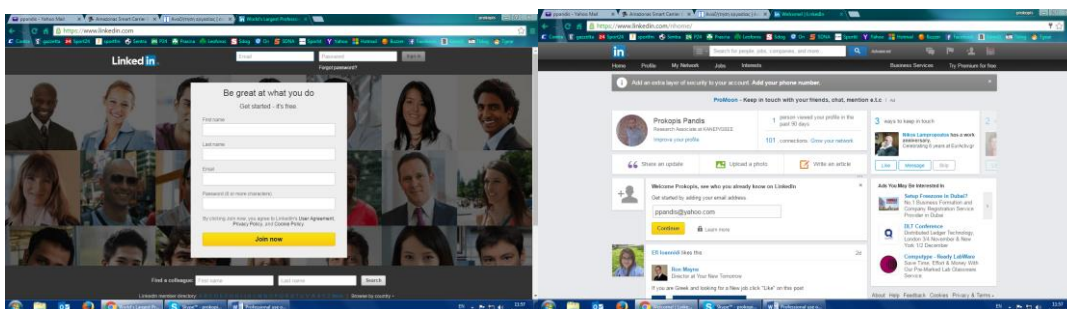
- Start with the aggregators. The Google -like sites Indeed.com and SimplyHired.com gather listings from all over.
- Narrow your search with filters. On Indeed.com, you can search for salary range. SimplyHired.com lets you search for preferences like a “mom-friendly” workplace.
- Search for jobs requiring advanced certifications and degrees. Try the “advanced search” option on the aggregation sites.
- Set up alerts. Sign up to have Indeed and Simply Hired send you once-a-day e-mails with new job listings. Momentum is important in a search, so it’s helpful to see listings as soon as they go online.
- Go to niche job sites specific to your profession. If you work in technology, try Dice.com. Looking for a nonprofit job? Idealist.org is a great site.
- Mine listings for key words and phrases. Listings can help you come up with words and phrases to use in your cover letter and resume.
- Ignore listings that don’t have company names. They are usually attempts by headhunters to find candidates to pad their offerings to employers, so they are not worth your time.



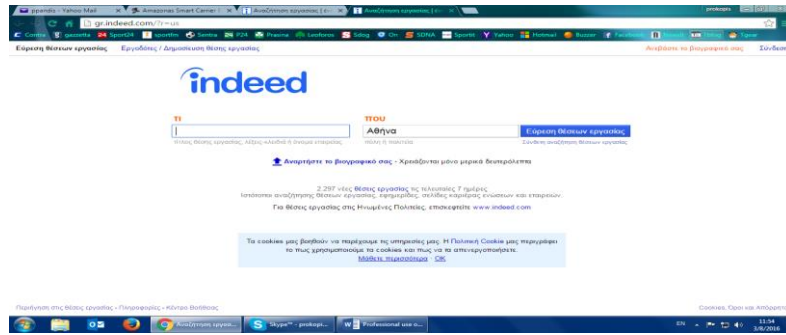
How to find a job using Internet

10+1 of the best websites for job seekers

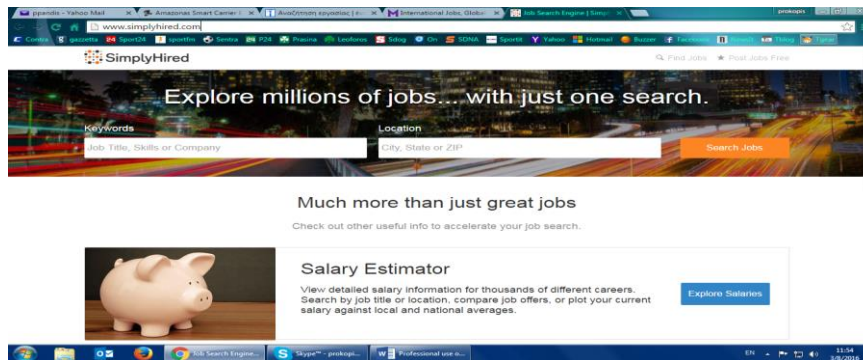
1. LinkedIn (<https://www.linkedin.com>)



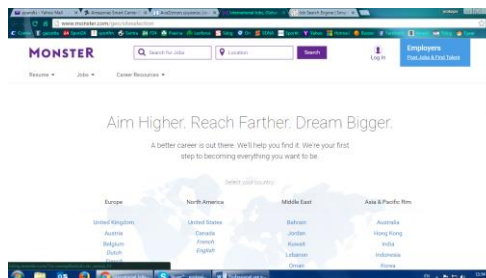
2. Indeed (www.indeed.com)



3. SimplyHired (www.simplyhired.com)



4. Monster (www.monster.com)

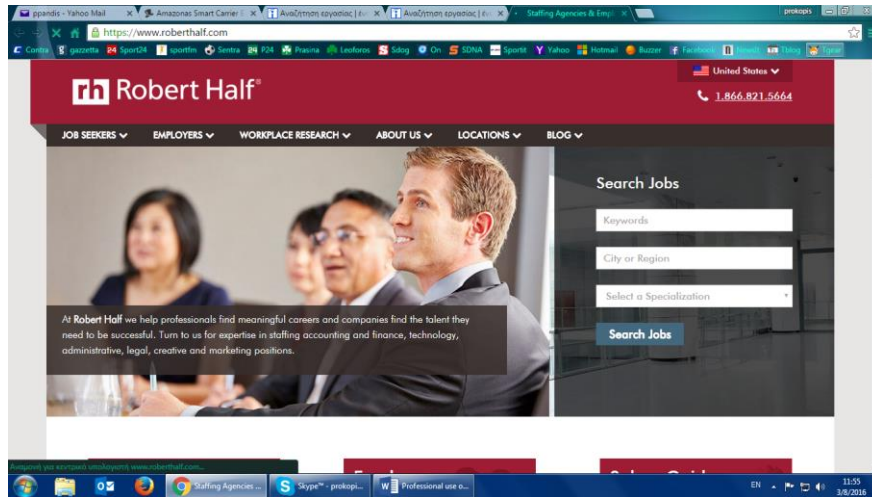


5. Glassdoor (www.glassdoor.com)

6. Idealist (www.idealists.com)

7. Internships (www.internships.com)

8. Robert Half (www.roberthalf.com)



9. CareerBuilder (www.careerbuilder.com)
10. Job (www.job.com)
11. Specialty job site in your area.

Exercise 1: Try to “find” a job using one of the above mentioned sites.

	Country	Job seeking website
1		
2		
3		
4		
5		

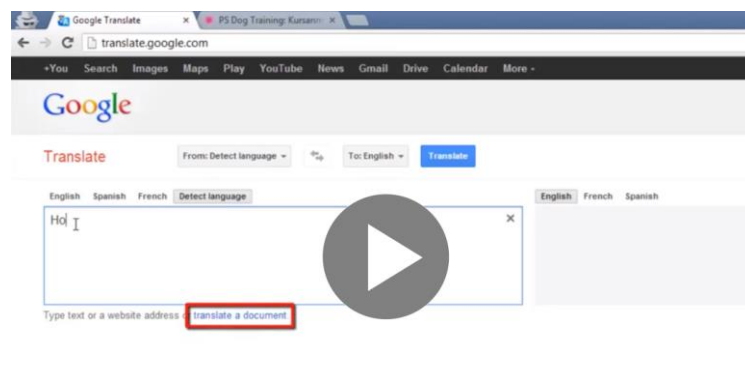
Exercise 2: Find 5 job seeking websites in your area.

Exercise 3 (participatory): Working in groups search on 2 different job seeking sites and make a presentation of each one.

On-line translators

When we use on-line translator

Translators on the Internet or in your mobile phone offer instant help. They also provide help when you are looking for the correct spelling of the word or another way to translate the word you know, or simply retrieve the word you wanted to use and forgot. On-line translators are also good for translating exact terms.



Online Translator Where to Find and How to Us

How to use an on-line translator for instant help

Step 1. First, write to the gap / window on the left side of the website first the word you want to translate.

Sentences should be fractioned into small sequences or separate words.

SEE HOW HERE:

How to fraction a sentence for translation

Sentence: My boss came unexpectedly into my office to discuss the schedule of the week.

Use the following combinations:

Adjective + noun Example: My boss...

Noun + verb Example: ...boss came...

Verb + adverb Example: ...came unexpectedly...

Preposition + noun Example: ...into my office...

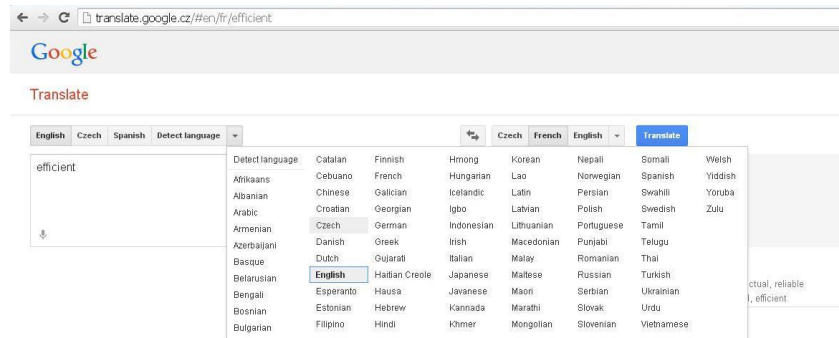
Words after infinitive Example: ...to discuss ...

and separate the rest Example: ...the schedule of the week.

Don't forget that the on-line translator is an automatically programmed machine that has no sense of language. It sees no difference between verbs and nouns. By typing a sentence as a whole you are less likely to get the correct meaning.

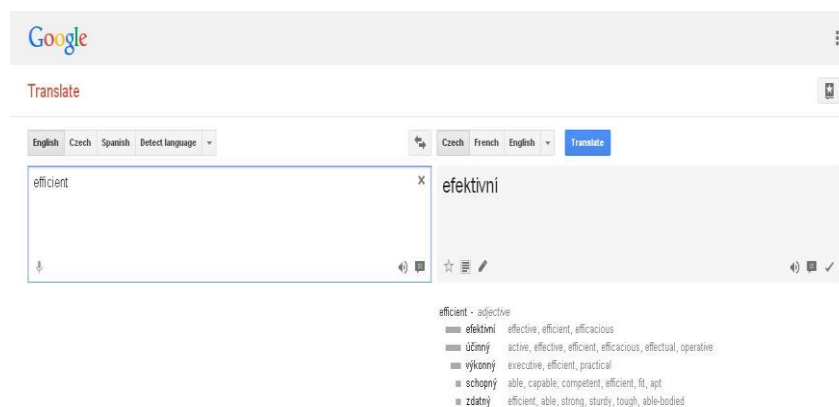
Step 2. Choose the original language by clicking on the left panel of languages: above the gap / window.

See picture:



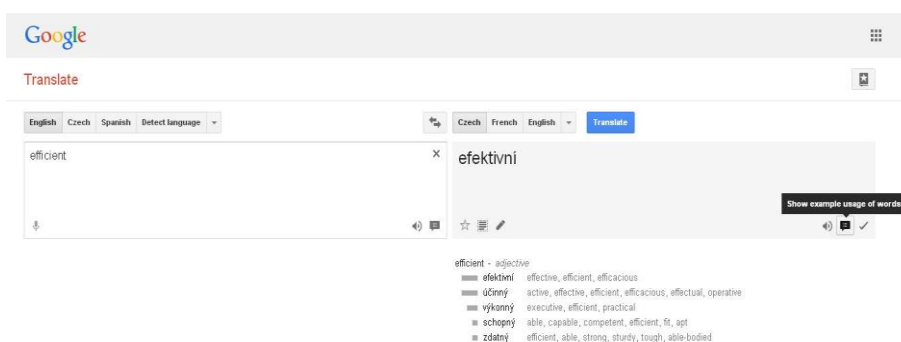
Step 3. Choose the language above the left gap / window by clicking on the right button to obtain the translation in the right gap / window.

If you do not see the translation in the right gap / window immediately, click on the Translate button. Sometimes there appears an option of more options below the right gap / window, click on it to obtain an extended offer. See picture:



What if you still don't get what you need or you are not sure?

Tip 1. Check the meaning of a word in example sentences in both languages by clicking the bubble button. See picture:



Tip 2. Switch off the instant translation option in the bottom left corner of the website and write again the word / phrase you need to translate. This function disables the application to start translating separate words out of context before you finish. After you finish writing, click on Translate.

Tip 3. Double check by using the word in context in a very short sentence or a slightly different context, example: you need to check the translation of the verb, add or change the adverb to check if the meaning of the verb has changed. This increases the chance of getting the correct result.

More useful functions of the on-line translator

Other useful functions of on-line translator are:

Function 1. Text to speech

By clicking on the speaker button inside both gaps / windows you can listen to the word in any language.

Function 2. Spellchecker

Use the on-line translator to correct your mistakes in spelling.

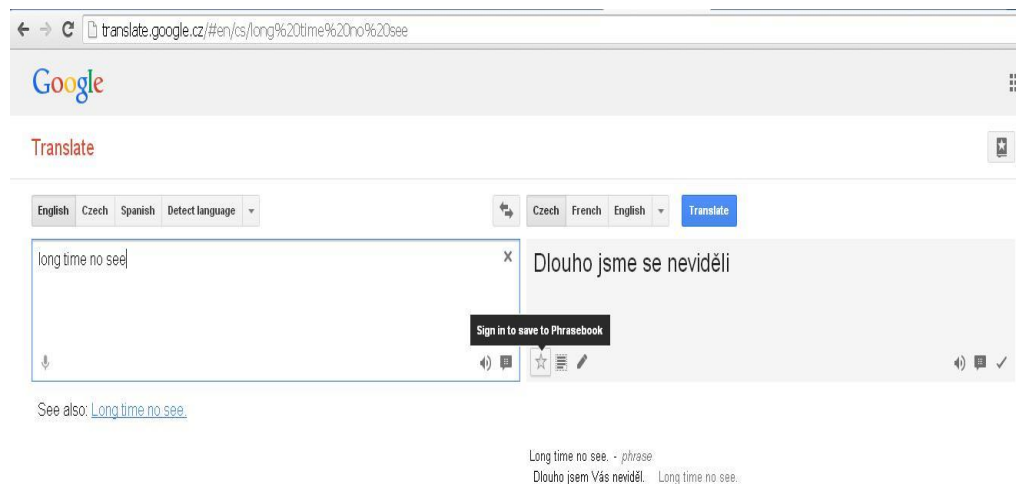
If the application detects a spelling error, it offers you the correct form below the left gap / window. You accept the correction by clicking on the corrected text.

If the translator does not recognize the word, such word is left without translation. Try to write it again.

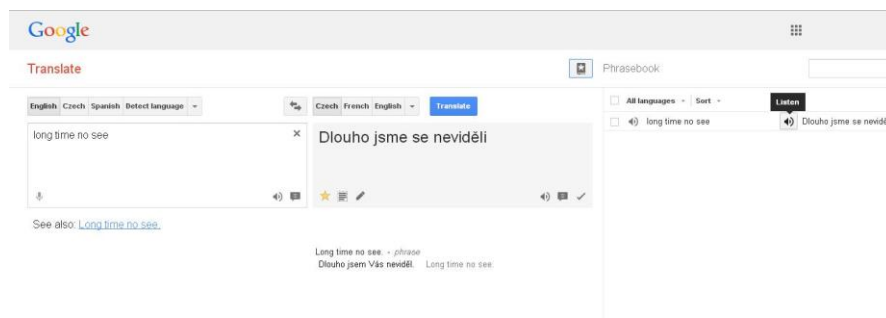
Function 3. Your own phrasebook

To use the phrasebook tool you have to be signed into Google.

Then you can see the book with a star icon in the upper right corner of the website. You open the option by clicking on it and your phrasebook becomes part of the translator. You can add your own phrases by clicking the star button under the translation. See picture:



There you can easily categorize the phrases and listen to them. See the picture:



Here are other on-line translators you might like, such as **Tradukka** which is very similar to Google Translate and offers the option to print the translation directly from the gaps.

Some of the most complete on-line dictionaries are **Babylon** or **Thesaurus**.

Instant smart phone translators

The smart phone translator can be used for translation of printed text whenever and wherever we need it without the necessity to write. You can download the Camera Translator instant mobile

translator into your smartphone. It translates immediately the printed text you capture with the camera of your phone. It offers all main European languages, it works offline and it is free.

Cloud computing

Cloud computing is a kind of Internet-based computing that provides shared processing resources and data to computers and other devices on demand. It is a model for enabling ubiquitous, on-demand access to a shared pool of configurable computing resources (e.g., networks, servers, storage, applications and services)⁶, which can be rapidly provisioned and released with minimal management effort. Cloud computing and storage solutions provide users and enterprises with various capabilities to store and process their data in third-party data centers⁷. It relies on sharing of resources to achieve coherence and economy of scale, similar to a utility (like the electricity grid) over a network.

Characteristics

- Agility improves with users' ability to re-provision technological infrastructure resources.
- Cost reductions claimed by cloud providers. A public-cloud delivery model converts capital expenditure to operational expenditure. This purportedly lowers barriers to entry, as infrastructure is typically provided by a third party and need not be purchased for one-time or infrequent intensive computing tasks. Pricing on a utility computing basis is fine-grained, with usage-based options and fewer IT skills are required for implementation (in-house).
- Device and location independence enable users to access systems using a web browser regardless of their location or what device they use (e.g., PC, mobile phone). As infrastructure is off-site (typically provided by a third-party) and accessed via the Internet, users can connect from anywhere.
- Maintenance of cloud computing applications is easier, because they do not need to be installed on each user's computer and can be accessed from different places.
- Multitenancy enables sharing of resources and costs across a large pool of users thus allowing for:
 - centralization of infrastructure in locations with lower costs (such as real estate, electricity, etc.)
 - peak-load capacity increases (users need not engineer for highest possible load-levels)
 - utilisation and efficiency improvements for systems that are often only 10–20% utilised.
- Performance is monitored, and consistent and loosely coupled architectures are constructed using web services as the system interface.
- Productivity may be increased when multiple users can work on the same data simultaneously, rather than waiting for it to be saved and emailed. Time may be saved as

⁶ Hassan, Qusay (2011). "Demystifying Cloud Computing" (PDF). The Journal of Defense Software Engineering. CrossTalk. 2011 (Jan/Feb): 16–21. Retrieved 11 December 2014.

⁷ M. Haghighat, S. Zonouz, & M. Abdel-Mottaleb (2015). CloudID: Trustworthy Cloud-based and Cross-Enterprise Biometric Identification. Expert Systems with Applications, 42(21), 7905–7916.

information does not need to be re-entered when fields are matched, nor do users need to install application software upgrades to their computer.

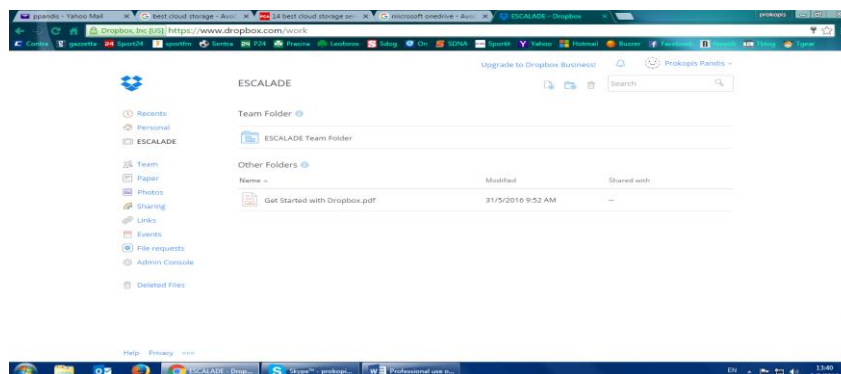
- Reliability improves with the use of multiple redundant sites, which makes well-designed cloud computing suitable for business continuity and disaster recovery.
- Scalability and elasticity via dynamic ("on-demand") provisioning of resources on a fine-grained, self-service basis in near real-time
- Security can improve due to centralization of data, increased security-focused resources, etc., but concerns can persist about loss of control over certain sensitive data, and the lack of security for stored kernels. Security is often as good as or better than other traditional systems, in part because providers are able to devote resources to solving security issues that many customers cannot afford to tackle.



Cloud computing

Most common cloud storage services

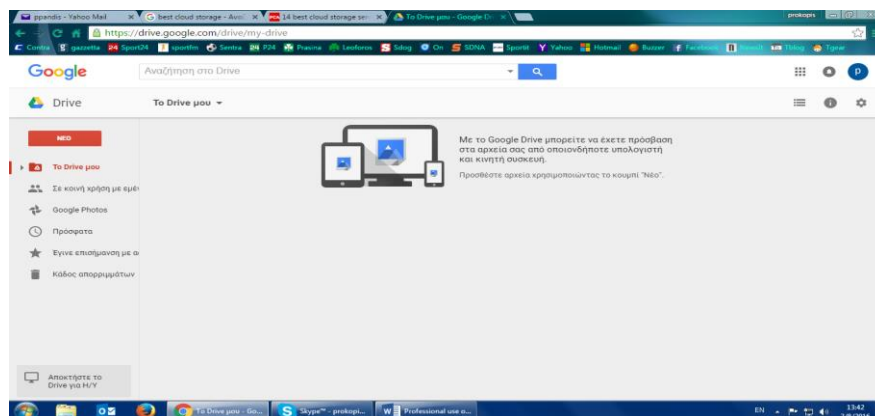
Dropbox: Dropbox works by creating a local folder on your device or PC that then syncs with an online version. This means you have all your data available whether you are on or offline. This doesn't apply to mobile devices, though: you can make select files available offline on your tablet or smartphone (they're all offline by default). Folders and files can also be shared with others but you can't set permissions on the Basic account, so files can be edited (and even deleted) by other users.



Microsoft OneDrive: Microsoft's OneDrive is a tempting offer for many Windows users. The basic account offers 15GB of free storage, plus an additional 15GB if you link your camera roll to the service. If you sign up for Office 365, you get unlimited storage space. OneDrive uses

Microsoft's Modern UI design. Lines are clean and you can select between the boxy style or a more traditional file tree. Folders and files can be created on the web, including Office and OneNote formats thanks to tight Office Online integration. Selective sync was introduced with Windows 10, meaning you don't have to have all of your OneDrive files taking up space on every laptop and PC. There's also a social element to the web version, as various popular social networks are available to be linked to your OneDrive account. This might not improve productivity, but it will make it easy to share files with colleagues. In doing this you can set permissions for each user ranging from read-only to complete editing ability, even if you're using the free version.

Google Drive: In much the same way as OneDrive links into Microsoft products and iCloud to Apple, Google Drive is at the heart of the various online services that Google currently offers. You get 15GB of free space when you create a Google account - or link to an existing one. In fact, you already have a Drive account if you use Gmail, Google Calendar, or even YouTube. The storage space is shared across all these services, so if you have large attachments on emails then they will count in the 15GB, and enabling the automatic photo backup to Google+ from a smartphone acts the same way. Drive works in the same way as most cloud storage solutions, with a local folder on your PC linked to a duplicate cloud version. Versioning is supported, as is real-time collaboration on documents via the Google Docs app. Clients are available on PC and Mac, with mobile versions for Android and iOS, but Google and Microsoft's supposed ongoing feud looks to keep the service off Windows Phone for a while to come. There's selective sync, so you can choose which folders sync on each PC or laptop.



Exercise 1: Create an account in one of the above mentioned cloud storage services and upload a file. Then enter in your account from another device and modify this file.

Exercise 2: Find at least 5 more cloud storage services and describe the pros and cons of each one.

Case study

In the link below you will find a classified advertisement from a local (Greek) job seeking site.



<https://www.skywalker.gr/elGR/anazitisi/mikres-aggelies>

- Using an on-line translator (such as google translator) translate the advertisement in your language.
- Then try to identify a similar job in your country using a local job seeking website.
- Finally, create and upload an iconic CV for this job in a cloud storage service after creating an account there.

For our learning environment we will concentrate in Free, web based tools available on internet. The use of Cloud services provide a very convenient environment for editing, uploading and downloading content.

From the software analyzed, the three best ones that can work together are: Dropbox, PBworks and Etherpad. Our first suggestion is to use Dropbox because we can be simply synchronized with the local file system and thus editing of remote materials becomes equal to editing local materials. Introducing cloud services into the daily work of trainers spares them tedious work for uploading and upgrading materials for students.

The proposed training scenario is been developed:

1. the class should be divided in small research groups (3-4 students)
2. the mentor / trainer will define a practical assignment for each group
3. the students / learners solve this particular problem and generate a number of files. These can be textual files, source code files, PowerPoint presentation, films and so on
4. the students/learners upload these files into their group file.

The mentor / trainer has access to any page in their course and can export the content to a local computer if needed the other teams should be invited to evaluate the contents and write comment on the research work done by their classmates (cross review methods) mentor / trainer evaluates the assignments uploaded by the students / learners and writes comments and provides evaluation points



A Collaborative Learning Platform

Course Schedule

Learner target group: adults from 50 - 60 years old / preferably 55 year old.

Number of trainees: about 20 participants per country

Training course in hours:

First day in-person training [Face to face]	4
- Presenting the training course objectives: min	30
- Submitting the pre-test : min	30
- Creating and motivating 4 four participatory groups	1
Discussion (scheduling the on line participatory activities) hour	1
- Assigned e-learning tasks min	30
- Assigning tasks that groups have to performed-interacting online min	30

Two teachers: 1 expert of PBWorks, 1 facilitator

Two observers: (they take note of interactions: learners-learners, learners-teachers)

e-learning modules	14
- Web searching (with exercises) hours	4
- Using search engine to find information	
- Using different browsers	
- Formulating appropriate queries	
- Analysis of searched information	
- Case study	
- E-mail (with exercises) hours	3
- Setting an e-mail account	
- Writing / answering emails	
- Writing effective professional emails	
- Email management	
- Case study	
- Messengers (with exercises) hour	3
- Messengers available in the web	
- Messenges use	

- Testing different messengers
- Creating effective messages
- Case study
- Professional use of new media (with exercise) 4
hour
- Job seeking
- On-line translators
- Cloud computing
- Case study

Participatory tasks 10

Final day in-person training

- Groups presents the their participatory work [30 min per group] 2
hours
- Discussion 1
hour
- Groups prepare conclusion: suggestions and recommendations 1
hour
- Discussion 1
hour
- Facilitator ask questions 1
hour
- Final test 30
min
- Interviewing facilitators

1 teacher: 1 or 2 facilitator

Two observers (they take note of interactions: learners-learners, learners-teachers)

Training contents: [four modules]

The contents will be developed by all partners [deadline 19.07.2016 at 24:00 PM]. Please remember that by the end of July the contents must be corrected and implemented in Pbworks environment.

- | | | | |
|----|---|---------|------------------------------|
| 1. | Web searching (with exercises) | 4 hours | [responsible: Poland] |
| 2. | E-mail (with exercises) | 3 hours | [responsible: Italy] |
| 3. | Messengers (with exercises) | 3 hour | [responsible: Spain] |
| 4. | Professional use of new media (with exercise) | 4 hour | [responsible: Greece] |

The participatory e-learning courses

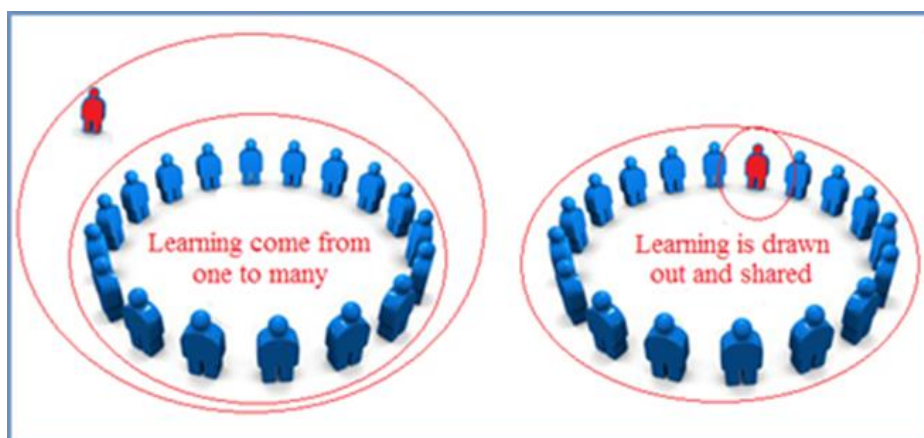
The participatory e-learning is to be considered as innovative as it applies technologies to the teaching and learning process not only in the classroom but also outside of them, building from one side a formal participatory learning group and informal in the sense that other people out of the group can exchange their opinions in a work done by the task group. participatory online learning is viewed as a collaborative student-centered environment in which students learn from both their peers and teachers using digital media resources.

Participatory learning engages students as active participants in the full educational program, including homework and exercises, whilst online learning offers tools that facilitate learners' collaboration and peer evaluation, minimizing student and instructor overhead in the conduction of courses. E-learning is one of the most effective methodologies for participatory training.

This kind of learning / teaching promotes efficient learning environments. The use of multimedia, hypertexts and interactivity promotes cooperative learning in the classroom and among different groups of learners. Modern digital technology and Web 2.0 tools can revitalize learning. The e-learning 2.0 has expanded the concept of learning community focusing on supporting the development and solving educational problems through online collaboration.

The principal aims of e-learning Web 2.0 are:

- to do learning collaborative, easy, and simple;
- to allow learning materials to be used at the world level;
- to allow a real interactivity between teacher and learners and among learners;
- to allow developing practices, sharing of educational content and teaching methods.



The main difference between learning and e-learning

Using the participatory e-learning courses, trainees:

- are allowed to interact with the world by exploring and building new knowledge
- are actively engaged in their learning process
- are fully engaged in learning activities
- collaborate to acquire knowledge and skills
- are involved in practices that require actively constructing new knowledge and understanding
- become producers of contents
- practise and develop problem solving skills dealing with and discuss about new or difficult concepts or problems
- Acquire digital and social competences
- participate in a collective process, developing collaboration skills

Participatory e-learning methodology motivates the trainees because they become knowledge creators, produce work for a wider audience, employ both non-formal and informal learning. They can see that what they will learn will serve them elsewhere and is transferable to other contexts and develop a sense of a learning community. Their motivation is based also on the fact that they remember more what they learn because they are actively involved in their own learning.

Participatory online course methodology: EsCAIADE model

The Escalade model has been designed for building and running online participatory training courses. It is a three-step model and derives its name from the European project Escalade where it has been successfully applied for the first time.

There are three interrelated steps in carrying out a participatory online course:

Step 1: One day face to face training	Step 2: The participatory e-learning course	Step 3: face to face closure
<p>The trainer presents how and what the participants have to do:</p> <ul style="list-style-type: none"> - introduces the course and its contents in broad terms; - explains the methodology and how the platform works. - introduce the e-learning tasks and the exercises that the participants have to develop 	<p>The trainees meet on line in small groups to study the course and to develop the participative exercise</p>	<p>The trainees reconvene in face to face plenary session and report their participatory work.</p>

STEP 1: Face to face start lesson

The purpose of Step 1 is to prepare the participants to acquire knowledge by a new methodology. This means use a platform and participative techniques that probably they don't know. This step is essential for the effectiveness of the participative online course. When the students are young people, probably they are comfortable with the use of technologies but probably not adult people.

The face to face start lesson last 4 hours and it aimed to:

Presenting the training course objectives

- Submitting the pre-test
- Creating and motivating participatory groups
- Assigned e-learning tasks
- Scheduling the online participatory activities
- Assigning tasks that groups ought to perform by interacting online.

The duration of the first day could be longer, it depends on the trainees. In Escalade project, we foreseen 5 hours.

1. Presenting the training course objectives

The purpose is to ensure that both the t rainer and the t rainees understand and agree on the intended outcomes of the course.



Setting training objectives provides a basis for:

- organizing both trainers and trainees' efforts and activities for accomplishing course outcomes
- evaluating the success of the course

2. The pre test

A multiple choice test, called pre test, will be submitted in the first day. The test is about the contents included in the course. The pre test is used as evaluation tool. In fact, the same test (post test) will be submitted at the end of the course, in the final day and compared with the pre test. From the comparison it should be possible to measure the acquisition of knowledge.

Questionnaire 1

1. e-mails allow you to send and receive personal and business-related messages with attachments, such as photos, video, and other kind of documents

- a. TRUE
- b. FALSE

2. An instant messages is

- a. a short message
- b. a type of virtual conversation
- c. the text of an email
- d. a kind of web advertising

3. Whats app a type of messenger service?

- a. TRUE
- b. FALSE

4. Skype is software that provides e-mail services

- a. TRUE
- b. FALSE

5. A search engine is

- a. a software that allows you to search for information on the Web
- b. the web-page of Google
- c. a software that allows you to explore files stored on your computer
- d. the Facebook page with your profile

6. Internet is the Google search engine

- a. TRUE
- b. FALSE

7. Wikipedia is

- a. a search engine
- b. an online encyclopedia
- c. an instant messenger
- d. a virtual game

8. Google is a web search engine

- a. TRUE
- b. FALSE

9. Social media are

- a. digital devices such as smart-phones
- b. an online chat rooms
- c. computer-mediated technologies that allow the creating and sharing of information
- d. multimedia search engines

10. To send and receive e-mails, you need an account

- a. TRUE
- b. FALSE

Examples of pre-test used during the pilot phase of Escalade project

3. Creating and motivating participatory groups

It is the most important phase in order to apply the participative methodology.

In the most cases, the trainees don't know each other and the trainers don't know them. Furthermore, collaborative aptitude is very important. The optimum is a homogenous group as much as possible but not always this is possible. For these reasons, motivating groups is essential for the success of the course.

The adult main motivation to learn is enhanced by the aim of achieving useful work skills, new skills also in terms of digital and collaborative skills. What will the trainees get out of the training? For sure, another way to learn, more engaged and responsible of own knowledge.

We recommend to give a name to each group, the name creates a sense of belonging to the group. The name is also essential to create the space in the platform for the development of the online participative exercises.

Small group (4 or 5 people) are the best solution. It is easier and faster:

- develop activities such as make a decision
- to respect rules and procedures
- develop exercises
- help each other

These groups will have their own online space in PB works. To know how to create groups in PB works for the development of the exercise, please check the section 1 of this guide.



Have an adequate number of students to create groups

<http://escalade.pbworks.com>

4. Assigned e-learning tasks

Before assigning e-learning tasks, it is necessary to present the platform where the course is inserted. It is essential present how it works, where is the course, how it is organized. It will be given username and password to everyone to log in. The course contents will be presented in a broad form because the trainees will study deeply them in a cooperative form. Special attention will be given to the participative exercise of the course. Learners, for their learning and for the development of the exercises, will interact with them using Skype, email, WhatsApp and PB works.

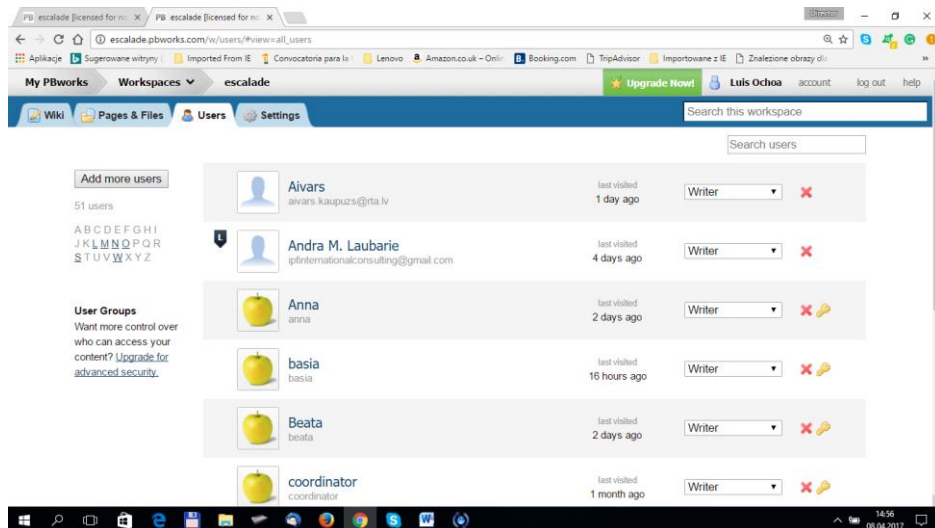


It depends on the applications that students have or if they are be able to use it. Therefore, first of all, the important thing is to choose which digital tools will be used during the on line course. Very important and easier to use is the chat on Pbworks.. It is important to highlight that the participation is important not only for the exercises. Trainees can count of each other for their learning process. Are some contents not clear? Does someone has a doubt? Firstly, the doubts, the clarification requests have to been solved in the group. The group help each other in their learning process. If the doubts or concepts difficult to understand still remain, the group will ask help to the trainer through the chat or by e-mail. Other e learning tasks and roles to assign are:

-**Administrator** The administrator will be the creator of the online group on WhatsApp or in Skype or by email

-**Rapporteur** For the presentation, in the last face to face day, of the works developed during the online course by the groups, an internal rapporteur will be named

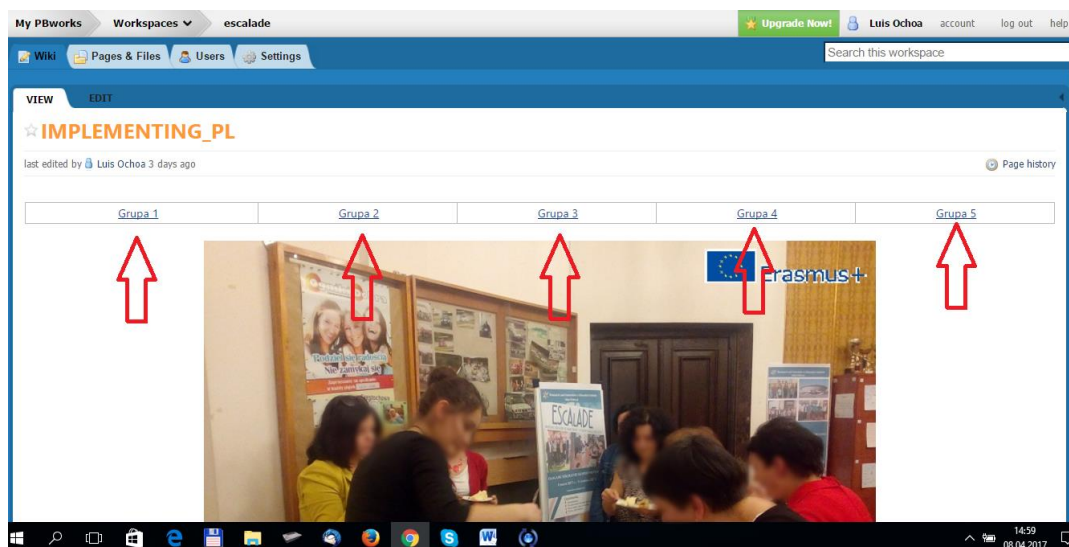
- **Moderator** His task is to moderate the online conversation if it gets to be confused or someone doesn't respect the rules. But he should also motivate people less participative. It is difficult that someone be not collaborative because participative exercises are organized in the way that everyone has to develop a part of the exercise to get the solution of the entire exercise.



5. Scheduling the online participatory activities

The participative online course foreseen shared moments of learning. For this reason it is important scheduling the activities carried out individually and together (virtually), especially for the development of participative exercises. The participative exercises can be developed in different moments but it is recommended to organize their development together (with a virtual meeting). The scheduling will be based on their time available and on the duration of the course.

In the Escalade project for example, the course last 16 hours (4 hours per each module) and it was scheduled



EXAMPLE OF SCHEDULING ONLINE ACTIVITIES

COURSE	PERIOD	OBJECTIVES	TASKS
MODULE CONTENTS	1 Date (from-to)	Everyone study the module individually.	Who has doubts or clarification requests, he/she will write in the chat. Who knows the answer, will reply in the chat. Everyone has to read carefully the chat.
MODULE PARTICIPATIVE EXERCISES	1 Date	Organizing and development of the participative exercises.	The administrator will remind to the group the virtual meeting.
MODULE CONTENTS	2 Date (from-to)	Everyone study the module individually.	Who has doubts or clarification requests, he/she will write in the chat. Who knows the answer, will reply in the chat. Everyone has to read carefully the chat.
MODULE PARTICIPATIVE EXERCISES	2 Date (from-to)	Organizing and development of the participative exercises.	The administrator will remind to the group the virtual meeting.
....

6. Assigning tasks that groups ought to perform by interacting online

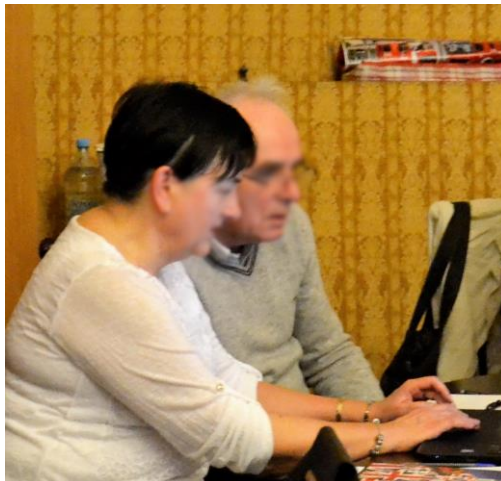
In a work group, especially in an online work group, when the work of everybody is essential for the learning process, there are implicit rules that the students have to be respected. The rules and behavior are useful for the students also for being, feel himself/herself part of the group.

The rules can be get evident during this phase. Some suggested rules:

Be collaborative. As mentioned many times, it will be impossible for the students don't participate in the activities because the exercises can be developed only when everybody will carry out his/her task. Be collaborative here means **don't be not constructive**, don't criticize only to highlight the imperfections of the colleagues' work. Be polite and if something is wrong in your opinion, propose the correct form. **Remember:** you are building together your learning process; you are learning thanks also to the collaboration of your colleagues.



Read carefully: before writing or asking questions, read what your colleagues have written in the chat in order to not ask again questions or write something that they have been solved or given.



Respect the date: respect the scheduled activities. If you can't attend the date, warn your colleagues.

The screenshot shows a MediaWiki page for a workspace named 'escalade'. The page title is 'Grupa 2', created by Luis Ochoa 2 weeks, 2 days ago. It displays a list of 32 revisions, showing the 20 most recent. Each revision entry includes a 'Compare' button, a description (all are 'No description entered'), a timestamp, and the editor's name. A red 'X' icon is visible to the right of each entry. The right sidebar contains navigation options like 'Create a page', 'Upload files', and 'Invite more people', along with a 'Navigator' section showing starred pages and files.

Compare	Description	Timestamp	Editor	Status
<input type="radio"/>	No description entered	April 4, 2017 at 9:02:30 am	Eva	X
<input type="radio"/>	No description entered	April 4, 2017 at 9:00:25 am	Eva	X
<input type="radio"/>	No description entered	April 2, 2017 at 4:07:56 pm	Eva	X
<input type="radio"/>	No description entered	April 2, 2017 at 3:39:39 pm	Eva	X
<input type="radio"/>	No description entered	March 29, 2017 at 6:38:23 pm	Kristyna	X
<input type="radio"/>	No description entered	March 29, 2017 at 6:24:58 pm	Kristyna	X
<input type="radio"/>	No description entered	March 29, 2017 at 6:08:01 pm	Kristyna	X
<input type="radio"/>	No description entered	March 29, 2017 at 5:56:04 pm	Kristyna	X
<input type="radio"/>	No description entered	March 29, 2017 at 5:55:35 pm	Kristyna	X
<input type="radio"/>	No description entered	March 29, 2017 at 5:53:47 pm	Kristyna	X
<input type="radio"/>	No description entered	March 29, 2017 at 5:52:38 pm	Kristyna	X
<input type="radio"/>	No description entered	March 29, 2017 at 5:51:54 pm	Kristyna	X

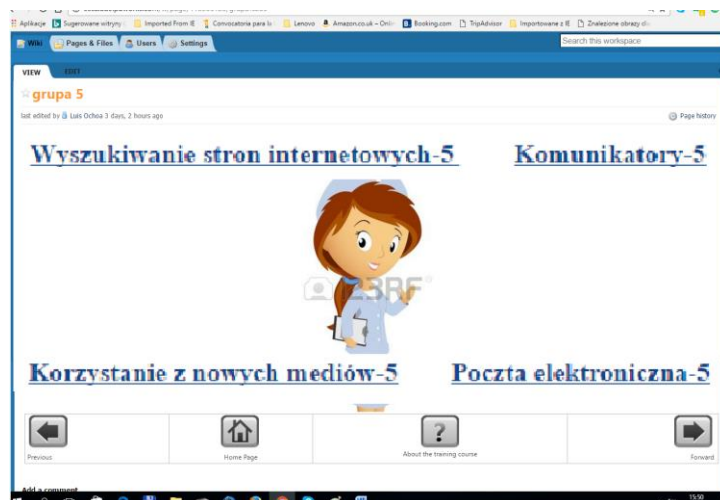
If the teacher can monitor very deeply the course, in order to get the students more involved, the trainer can require them to send him the report about the interaction that they had among them with other online tools (whatsapp, personal emails...).

In the platform in fact, the teacher can monitor only the interactions among them in the chat. Therefore, the teacher can require them a daily report about their interactions in outside Pbworks.

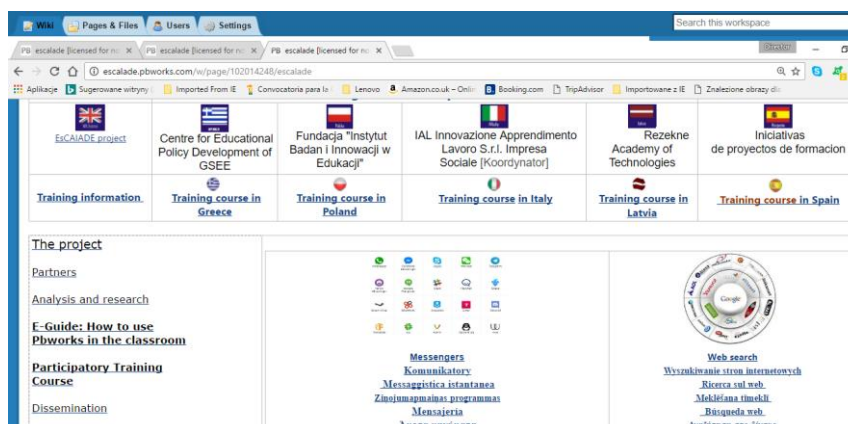
This can be useful also to encourage them to use different digital tools.

STEP 2: The participatory online course

This is the phase in which trainees study the course contents in a participative way. The trainer will follow/monitor their learning process and they can count on him.



Tasks to be done online



In the opposite section of this guide it is described the role of the trainer, also during this step.



STEP 3: Face to face closure

The purpose of Step 3 is to discuss face to face about the course.



It is important to have a feedback about their works in terms of acquired knowledge but also about how they developed them and the improvement of their social and digital skills. If it is their first participative online course, this step is important to know their emotions and sensations about the methodology and the cooperative work carried out. It is also a moment for the students to reflect on their personal and group work, its management and development.

In the Escalade project this step was essential for evaluating the effectiveness of the experiment. Trainees and trainers were interviewed about the course and the methodology.

The face to face closure lesson lasts 4 hours and it is dedicated to:

- Groups presents their participatory work- Discussion
- Groups prepare conclusion: suggestions and recommendations-
- Discussion
- Trainers take note of learners questions and will send answers and supplementary materials by email
- Final test

GROUPS PRESENTS THEIR PARTICIPATORY WORK- DISCUSSION

- Every group has 30 minutes to present their work. They should explain how they achieved that results and if they had difficult in the development of the exercises and/or in the management of them.



- The discussion will be about the findings and products of the groups. Do they work? Which is the best solution for the exercises? Many exercises in fact (depends on the course), allow different solutions to solve it. In this case seeing how the other groups developed the exercise, is already a feedback. This is the space, in fact, where colleagues and teacher can give their feedback: your results are ok, they works or not. Here, trainer can review possible contents difficult to understand or not properly interpreted by the trainees.



GROUPS PREPARE CONCLUSIONS: SUGGESTIONS AND RECOMMENDATIONS – DISCUSSION

The trainees make a final list of suggestions and recommendations for solutions for the exercises to be taken based on the previous discussion, feedbacks and findings.

At the end of the course trainer will summarize lessons or point based on trainees conclusions.

FINAL TEST

In the platform, during the course, the trainer can monitor knowledge acquisition of the trainees. The development of the exercises and the final test at the end of each module, can give to the trainer evidences about the learning process of the students. These evidences can be confirmed by the post test that we suggest to submit to the students. The test is the same of the first face to face first lesson. The comparison of the pre answers and the post answers could give the evidence of the knowledge acquired.



Since the trainees are completely involved in their own learning process, it should be submitted also, in the last face to face day, the self-evaluation test. It is important, in fact, that students not only the trainers, be aware of their learning progresses and the self-evaluation gives to them this opportunity.

As every training course, another important test to submit is the customer satisfaction. It can highlight the strengths and weaknesses of the course.

Example of self-evaluation and customer satisfaction tests used during the Escalade pilot course, are attached in the Annexes.

ROLE OF THE TRAINER

Trainer aims at the active involvement of learners in the learning process, stimulating them to think through their mind and share with other trainees their experience and knowledge. He provides a group for meaningful dialogue and broadens perspectives allowing the entire group to participate and increase their ability to operate effectively on their own.



During the participative face to face course, the trainer will solve any difficulties the learners should meet and make sure the learner will perform all the tasks online. During the online tasks the trainer will support the learning activities in two ways:

- Being present in a chat room during defined time periods
- Answering questions by email or by chat

Furthermore, trainers have to:

- **Set the climate.** To work in a group, it is essential that trainees be in an environment of mutual respect. In this way, they will feel free to share their knowledge and skills to achieve a common objective. Since they will spend lots of hours working online, it is very important to create this “atmosphere” the first day. Many icebreakers game and group game can be useful for it.
- **Provide clarity and guidance.** The trainers introduce and explain the tasks to be accomplished during the course. When the trainees understand the objectives, methods, learning proceeds rapidly because the purpose of the training is clear. Also for this reason the assigning tasks and the scheduling of the activities is very important. Working online requires more attention especially if the trainees are not used to study online.

- **Motivate the trainees.** Adults are motivated when they see the usefulness of the new knowledge. Moreover it is possible that the online methodology or problems can get lower their motivation.

It seems hard work. Let the trainees undertake the tasks independently or let they be “knowledge creator” doesn’t mean less work for the trainer.

For sure, it would be easier to teach contents and give solutions than provide guidance and build the “path” for their learning process, but it worths.



EsCAIADE certification

Training course - Checklist for the observers

The EScALADE project foresees that, during the training course, experts observe trainees and trainers to evaluate their attitudes in the participatory process. Here following, the aspects to be reviewed and noted by the experts.

Preliminary observations

- Have trainers been briefed?
- Have selection criteria been respected (for trainers and trainees)?

Observations in face-to-face classes

1. Trainees behavior. Trainees show - interest on topics

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree
1	2	3	4	5

- focus on topics

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree
1	2	3	4	5

- agreement on topics

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree
1	2	3	4	5

2. Question and answer/group discussion - interaction with trainers/facilitators

Very low	Low	Medium	High	Very High
1	2	3	4	5

- group interaction

Very low	Low	Medium	High	Very High
1	2	3	4	5

3. Participatory process

- Have trainees been involved in defining, or refining, their own learning objectives?

Very low	Low	Medium	High	Very High
1	2	3	4	5

- has the training process been explained to participants?

Very low	Low	Medium	High	Very High
1	2	3	4	5

- Is training undertaken in a suitable participatory environment?

Very low	Low	Medium	High	Very High
1	2	3	4	5

- Have participants an expectation that the learning experience will be fun and positive?

Very low	Low	Medium	High	Very High
1	2	3	4	5

- Have participants the opportunity to work in small groups?

YES

NO

- Are participants invited to reflect on the activities in which they are participating?

Never	Sometimes	Often	Very often
1	2	3	4

Observations in online classes

Preliminary question

- How many hours did trainees spend online ?

<10	< 10-20	20 -30	>30

- How many times did trainees use the Internet to integrate the training materials?

Never	Sometimes	Often	Very Often

1. Collaboration

- Was online collaboration among trainees

Very low	Low	Medium	High	Very High
1	2	3	4	5

Was online collaboration among trainers

Very low	Low	Medium	High	Very High
1	2	3	4	5

2. Interaction

- Did trainees interact with trainers

Very low	Low	Medium	High	Very High
1	2	3	4	5

- Did trainees interact with other learners

Very low	Low	Medium	High	Very High
1	2	3	4	5

3. Participatory process

- How many questions have trainers answered?

0	< 10	20 -30	>30

- How many times did trainees share their knowledge with other learners

0	< 10	20 -30	>30

- Did trainees share their new knowledge with others learners

Never	Sometimes	Often	Very often
1	2	3	4

The online observations will be made analyzing the online chatting or through the communication received by the participants to the experiment (trainers and trainees). They must document they activity daily and send to the observer data a short report on their activities.

Activity	N.
Questions to trainer	
Questions to another learner	
Questions asked	
Message sent to trainer	
Message sent to other learners	
Knowledge shared	
Internet searching	
Hours spent online	

Questionnaire to participants [first and last day of the course⁸]

1. e-mails allow you to send and receive personal and business-related messages with attachments, such as photos, video, and other kind of documents
a. TRUE b. FALSE
2. An instant messages is
a. a short message b. a type of virtual conversation
c. the text of an email d. a kind of web advertising
3. Whatsapp a type of messenger service?
a. TRUE b. FALSE
4. Skype is software that provides e-mail services
a. TRUE b. FALSE
5. A search engine is
a. a software that allows you to search for information on the Web
b. the webpage of Google c. a software that allows you to explore files stored on your computer
d. the Facebook page with your profile
6. Internet is the Google search engine
a. TRUE b. FALSE
7. Wikipedia is
a. a search engine b. an online encyclopedia
c. an instant messenger d. a virtual game
8. Google is a web search engine
a. TRUE b. FALSE
9. Social media are
a. digital devices such as smartphones b. an online chatrooms
c. computer-mediated technologies that allow the creating and sharing of information d. multimedia search engines
10. To send and receive e-mails, you need an account
a. TRUE b. FALSE

⁸ The last day should be past the same questionnaire but changin a bit the questions to be able to see the real achievements from the learners

Report to “Questionnaire to participants”

Example of EScAlADE training course

1. e-mails allow you to send and receive personal and business-related messages with attachments, such as photos, video, and other kind of documents

Participants increase their knowledge during the course. The results of questioners before the course and the last day of the course are clear example of this fact

Topic	Examination date ⁹	Examination date	Comment
Participants			The course finished all participant
Positive answers			

2. Wikipedia is ... an online encyclopedia

Participants increase their knowledge during the course.

Topic	Examination date	Examination date	Comment
Participants			
Positive answers			

3. To send and receive e-mails, you need an account

Participants increase their knowledge during the course.

Topic	Examination date	Examination date	Comment
Participants			
Positive answers			

⁹ Depends of the date you start and finish the course

4. Whatsapp a type of messenger service?

Participants increase their knowledge during the course.

Topic	Examination date	Examination date	Comment
Participants			
Positive answers			

5. Google is a web search engine

Participants increase their knowledge during the course.

Topic	Examination date	Examination date	Comment
Participants			
Positive answers			

6. A search engine is ... a software that allows you to search for information on the Web

Participants increase their knowledge during the course.

Topic	Examination date	Examination date	Comment
Participants			
Positive answers			

7. Internet is the Google search engine

Participants increase their knowledge during the course.

Topic	Examination date	Examination date	Comment
Participants			
Positive answers			

8. Skype is software that provides e-mail services

Participants increase their knowledge during the course.

Topic	Examination date	Examination date	Comment
Participants			
Positive answers			

9. Social media are computer-mediated technologies that allow the creating and sharing of information

Participants increase their knowledge during the course.

Topic	Examination date	Examination date	Comment
Participants			
Positive answers			

10. An instant messages is ...a type of virtual conversation

Participants increase their knowledge during the course.

Topic	Examination date	Examination date	Comment
Participants			
Positive answers			

Training course – trainers self-evaluation test

1. Profile of respondents

1.1. Status

- Pbworks' expert
- trainer

1.2. Country

- Italy
- Latvia
- Spain
- Greece
- Poland

Please, mark...		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
		<i>completely agree</i>	<i>rather agree than disagree</i>	<i>rather disagree than agree</i>	<i>disagree</i>
2.	Institutional dimension (context)				
2.1	Training course resources correspond to the expectations of the learners				
2.2.	e-learning units meet the actual needs and interests of the learners				
2.3.					
2.4.	E-learning units were effective				
2.5.	Online learning has been organized to be really effective				
3.	Pedagogical dimension				
3.1.	E-course content				
3.1.1.	Content were precise, valid and topical				

3.1.2.	Learning goals have been reached				
3.2.	E-study materials				
3.2.1.	Terms, language and examples used in online learning fit the abilities, needs and interests of the learners				
3.2.2.	Online materials motivated the learners to deepen some topics of the course				
3.2.3.	Online materials were ease to use and well understandable; all sections had overview and summary				
3.3.	Methodology				
3.3.1.	Theory and practice				
3.3.1.1.	Theory and practice were well balanced				
3.3.1.2.	Theoretical notions were accompanied by practical examples				
3.3.1.3	Participatory approach facilitated and stimulated trainees' learning process				
3.3.2.	Collaboration				
3.3.2.1.	In online learning, individual and pair/group work was well-balanced				
3.3.2.2.	The training course atmosphere was creative and oriented to collaboration with trainers and trainees				
3.3.3.	Learning				
3.3.3.1.	Online learning offered the opportunity to customize the				

	learning process to learners' specific needs				
3.3.3.2.	Training included practical activities and solution of practical tasks where learners had the opportunity to use their own experience				
3.3.4.	Role of trainers and trainees				
3.3.4.2.					
4.	Technological dimension				
4.1.					
4.2.					
5.	Interface design				
5.1.					
5.2.	Design of online materials met learners' needs and interests				
6.	Management dimension				
6.1.	Timely access to and exchange of information was ensured				
6.2.					
7.	Resource support dimension				
7.1.	The learners had the possibility to learn accordingly with their exigencies				
7.2.					
7.3.	A training session has been organized in order to use the online materials and software				
8.	Ethical dimension				
8.1.	Trainers and trainees worked together with courtesy and				

	respect				
8.2.	Legal issues (confidentiality, plagiarism, copyright etc.) are solved according to the legislation				
9.	Evaluation dimension				
9.1.					
9.2.					

Training course – trainees self-evaluation test

1. Profile of respondents

1.1. Status

- Internal participant
- External participant

1.2. Country

- Italy
- Latvia
- Spain
- Greece
- Poland

1.3. Gender

- female
- male

1.4. Age _____

1.5. Education

- basic education
- secondary education
- vocational education
- higher education

1.6. Sphere of education

- Industry
- Agriculture
- Transportation
- Spectacle
- Services
- Other

Please, mark...		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
		<i>completely agree</i>	<i>rather agree than disagree</i>	<i>rather disagree than agree</i>	<i>disagree</i>
2.	Institutional dimension (context)				
2.1	Training course resources correspond to my expectations				

2.2.	e-learning units meet my actual needs and interests				
2.3.	I received enough information on how to manage online materials				
2.4.	E-learning units were effective				
2.5.	Online learning has been organized to be really effective				
3.	Pedagogical dimension				
3.1.	E-course content				
3.1.1.	Content were precise, valid and topical				
3.1.2.					
3.2.	E-study materials				
3.2.1.	Terms, language and examples used in online learning fit my abilities, needs and interests				
3.2.2.	Online materials motived me to deepen some topics of the course				
3.2.3.	Online materials were ease to use and well understandable; all sections had overview and summary				
3.3.	Methodology				
3.3.1.	Theory and practice				
3.3.1.1	Theory and practice were well balanced				
3.3.1.2	Theoretical notions were accompanied by practical examples				
3.3.1.3	I agree with the participatory				

	training course approach				
3.1.1.4	I am satisfied to learn in a participatory environment				
3.1.1.5	Participatory approach facilitated and stimulated my learning				
3.3.2.	Collaboration				
3.3.2.1	In online learning, individual and pair/group work was well-balanced				
3.3.2.2	The training course atmosphere was creative and oriented to collaboration with trainers and trainees				
3.3.3.	Learning				
3.3.3.1	Online learning offered the opportunity to customize the learning process to my specific needs				
3.3.3.2	Training included practical activities and solution of practical tasks where I had the opportunity to use my own experience				
3.3.4.	Role of trainers and trainees				
3.3.4.1	Open question				
3.3.4.2	Open question				
4.	Technological dimension				
4.1.	Technology for online learning met my expectations and needs				
4.2.	Quality of online materials				
5.	Interface design				

5.1.	Organization of online materials was effective and designed for usability and flexibility				
5.2.	Design of online materials met my needs and interests				
6.	Management dimension				
6.1.	Timely access to and exchange of information was ensured				
6.2.					
7.	Resource support dimension				
7.1.	I had the possibility to learn accordingly with my exigencies				
7.2.	I received prompt and effective support from trainers				
7.3.	A training session has been organized in order to use the online materials and software				
8.	Ethical dimension				
8.1.	Trainers and trainees worked together with courtesy and respect				
8.2.					
9.	Evaluation dimension				
9.1.	My learning progress has been evaluated				
9.2.	I received a regular feedback on my learning progress				
9.3.	Competencies Please, evaluate your competencies and skills <i>N=none, L=low, B=basic, G=good, H=high</i>			in the beginning of the courses	in the end of the courses
9.3.1.	verbal and written communication				

9.3.1.1	<i>skill to communicate in different situations</i>		
9.3.1.	<i>skill to search, gather, process and analyse information</i>		
9.3.3.3	<i>skill to apply mathematical aids (calculator etc.) and technical tools in daily life and work</i>		
9.3.2.	computer and internet skills		
9.3.2.1	<i>skill to access Internet and use Internet resources (e-mail etc.)</i>		
9.3.3.	learning to learn		
9.3.3.1	<i>skill to improve basic skills in reading, writing, computing and ICT</i>		
9.3.3.2	<i>skill to plan and organize own studies</i>		
9.3.3.3	<i>skill to learn independently</i>		
9.3.3.4	<i>skill to evaluate own work</i>		
9.3.3.5	<i>skill to look for advice, information and support</i>		
9.3.4.	social		
9.3.4.1	<i>skill to communicate on business issues according to situation and own needs in different surroundings</i>		
9.3.4.2	<i>skill to be tolerant, understanding, to trust</i>		
9.3.4.3	<i>skill to overcome stress</i>		
9.3.5.	initiative		
9.3.5.1	<i>skill to work independently and in a team</i>		
9.3.5.2	<i>skill to determine own strengths and weaknesses</i>		
9.3.5.3	<i>skill to identify and evaluate risks</i>		
9.3.5.4	<i>skill to express oneself in a creative way</i>		
9.3.5.5	<i>skill to identify and implement social and economic opportunities</i>		

Customer satisfaction

Venue:

Dates:

Your Name *(optional)*: _____ **Organisation:**

We value your feedback and read every project participant evaluation form returned. Your views will enable us to improve our events in order to fully meet the requirements of the EScALADE Project.

Please, mark...		1	2	3	4
		<i>completely agree</i>	<i>rather agree than disagree</i>	<i>rather disagree than agree</i>	<i>disagree</i>
2.	Institutional dimension (context)				
2.1	Training course resources correspond to my expectations				
2.2.	e-learning units meet my actual needs and interests				
2.3.	I received enough information on how to manage online materials				
2.4.	E-learning units were effective				
2.5.	Online learning has been organized to be really effective				
2.6	information provided before the training course were satisfactory?				
3.	Pedagogical dimension				
3.1.	E-course content				
3.1.1.	Content were precise, valid and topical				
3.3.	Methodology				
3.3.1.	Theory and practice				
3.3.1.1	Theory and practice were well balanced				

3.3.1.2	Theoretical notions were accompanied by practical examples				
3.3.1.3	I agree with the participatory training course approach				
3.1.1.4	I am satisfied to learn in a participatory environment				
3.1.1.5	Participatory approach facilitated and stimulated my learning				
3.3.2.	Collaboration				
3.3.2.1	In online learning, individual and pair/group work was well-balanced				
3.3.2.2	The training course atmosphere was creative and oriented to collaboration with trainers and trainees				
3.3.3	Role of trainers				
	The trainer is able to motivate				
	The presentation of the course and of the tasks was effective				
4.	Technological dimension				
4.1.	Technology for online learning met my expectations and needs				
4.2.	Quality of online materials				
5.	Interface design				
5.1.	Organization of online materials was effective and designed for usability and flexibility				
5.2.	Design of online materials met my needs and interests				
6.	Management dimension				
6.1.	Timely access to and exchange of information was ensured				
7.	Resource support dimension				
7.1.	I had the possibility to learn accordingly with my exigencies				

7.2.	I received prompt and effective support from trainers				
7.3.	A training session has been organized in order to use the online materials and software				
8.	Evaluation dimension				
8.1.	My learning progress has been evaluated				
8.2.	I received a regular feedback on my learning progress				

Thank you for completing this form.

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