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| Tools to put your small business online |
| Noweyung Ltd |

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| Facilitation Guide: Digital Technology |



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| Overview of the modules and course structure |
| 1. Course structure and overview   Facebook’s recent data shows there are now 15 million active Australians on Facebook. Therefore approximately 60% of the total Australian population is an active Facebook user[[1]](#footnote-1).  To support new ways of thinking about how we implement, design and prepare for next generation digital literacy training, Noweyung Ltd partnered with a small business entitled [Think.Digital](https://www.think.digital/) to look at the needs or regional and rural Australian businesses and other enterprises in terms of becoming digitally literate whilst growing their businesses both in their immediate community, regionally, nationally and globally.  As a result of this collaboration and feedback from Gippsland Learn Local teachers we have been researching courses in next generation technologies that appeal to a wide range of target cohorts and provides them with knowledge and skill that can be used in a variety of ways.  The Think.Digital materials we are using for this course are very modular and are delivered right across regional and rural Australia in 3-hour blocks. We have built on this modular approach by providing you with their workbooks, as well as adding scaffolding suggestions (see session plans and teacher workbooks for each module). The timing in the workbooks are suggested only, and it will depend on your teaching strengths, the learners’ interests and abilities as to how quickly you move through the workbooks.  This is a 33-hour course comprises of the following modules:   |  |  | | --- | --- | | Module1: Digital Basics Review | 4 hours | | Module 2: Digital Marketing Overview including pitching your idea | 10 hours (7+3 hrs.) | | Module 3: Website for Small Business Essentials | 9 hours | | Module 4: Social Media for Business | 5 hours | | Module 5: Selling online | 4 hours | | TOTAL including 10% work placement | 35 hours |   A note on the workbooks: your learners will have their own version without the teacher notes, so the page numbers will be slightly different for them.  This course aims to provide an overview of the concepts and potential technologies available for anyone who wants to know more about the tools and technologies available to assist in putting a small business online. It is not a how-to course although learners will pick up valuable skills in putting this all together through a project-based methodology. Our teachers recommend that learners do have opportunities to not only put their ideas into action but also have hands on activities as part of each session.  How much you do is up to you and your knowledge and skill levels with the different technologies. The current suggested hours for the course do not factor in any significant practical component.   1. Priority learner cohorts   This course is more likely to attract learners who have a skill or interest that they want to market online. With the NBN rollout in Gippsland we find that more and more businesses are keen to capitalise on online marketing opportunities and take advantage of the social media and online business optimisation tools freely available through Google, Facebook and other technology companies. This can provide opportunities for our learners to develop the skills and knowledge required to support small business in setting up and managing online tools.  We are finding that the #Gippslanddigital courses attract a younger cohort, many of whom are underemployed, and some see the potential to start their own online business.  We have also delivered shorter #Gippslanddigital courses to indigenous learners.  Young mothers and women looking for a career change have also been well represented in our courses.  Although the CALD cohort is not well represented in Gippsland, this course would certainly suit anyone who wants to look at putting their business idea online.  This course may be a challenge for learners with a disability, depending on which disability you will be accommodating. Visually impaired learners can be accommodated with screen readers and Artificial intelligence apps such as Siri and Cortana. The work books are very visual and should be appealing to sight impaired individuals or those with reading difficulties. See Section 7 Working with Disability.   1. Resources in this package   The *Tools to put your Small Business Online* course materials consist of the following:   * A-frame and a Guidance Document that provides background information, particularly around work experience. * This Facilitation Guide which pulls everything together * One session plan for each module, as well as an additional session plan on developing an elevator pitch, i.e. 6 session plans in total. * Teacher workbooks for each module i.e. 5 workbooks * Learner workbooks for each module i.e. 5 workbooks  1. Work experience   This course allows for 3 hours of work experience. A site visit to a small business who has put their business online and is actively marketing using social media would be ideal.  In any one of these modules a guest speaker would be an excellent way of providing valuable insights and provide some real-world perspectives. This could be online or F2F.  Organising a site visit where students experience technology hands on could be more of a challenge. Co-working spaces may be a great option, and learners can observe and ask questions, particularly about any online presence the businesses have or plan to implement.  See Guidance materials for more information on how you could structure your work experience.   1. Language and Literacy   This course has been written with level 3 of the ACSF in mind, i.e. “minimum required for individuals to meet the complex demands of everyday life and work in the emerging knowledge-based economy”. (See http://www.bksb.com.au/australian-core-skills-framework/).  These workbooks assume prior knowledge of business and technical terms. It is important to provide learners with a jargon buster as well as an opportunity to jot down any new words. We have provided a page in the Digital Basics module, that can be replicated for other modules to ensure learners can keep up with the jargon. Google has a very comprehensive jargon buster that covers most of the terminology required in module 2 and 3.  For learners with learning difficulties such as dyslexia, there are a range of assistive technologies that can assist. See section 7.   1. Teaching with Tech   Although we have laptops available, we always encourage learners to bring their own devices. As this course looks at mobile devices as well, it may be prudent to have one or two available for learners to use in class, including smart phones.  We provide learners with a login to the center’s Wi-Fi and also have some iPads available if necessary. We have a bank of small notebooks which we received as a donation from a school. Leaners can borrow these for the duration of the course.   1. Working with Disability   Assistive technology is designed to help students who have learning disabilities. Whether students have physical impairments, dyslexia or cognitive problems, assistive technology can help them to function within the digital technology classroom. What is important, however, especially with learners with dyslexia, is to be patient and take your time with them. As adults they will have developed all manner of coping mechanisms, but it helps to do things a bit slower than usual, particularly writing and reading tasks.  Most of today’s computers and Internet developments came from trying to help people with special needs. Computers, whether it’s a PC or a Mac, has built-in options that can help learners overcome obstacles and become much better at handling everyday computer-based challenges. Options such as font size, font color or even text-to-speech have become so predominant and “normal” to us that we forget their much more important application of supporting learners with a disability.  So, providing your learners with some tools and technologies that will be interesting and motivating, and helping them share their favourite tools will be a productive and rewarding exercise for everyone. You can start your exploration of the accessibility options on your PC by visiting the Ease of Access centre in the Settings section. Your computer has built in speech recognition software for example, all you need to do is set up the microphone. You can ask your learners to do this in class in the first session.  The session plans and workbooks throughout the course suggests that you ensure that learners have a jargon buster worksheet available and continue to complete this as they work through the course.  Encourage learners who need to, to take pictures of the whiteboard and audio record sessions. If they have a smart phone or tablet, they can demonstrate to their classmates how they do it, or you can show them on your phone, using the *Reflector* app, (see module 1 for more detail).  You can also investigate text-to-speech and how it can support learners to listen to words while scanning text or visualizing techniques and helps learners see whole words instead of strings of letters.  the Google Chrome webstore has a range of accessibility extensions that can be integrated into a browser that can help learners with reading and writing support, such as:   * Read&Write for Google Chrome™ * IntoWords * Zoom for Google Chrome supports visually impaired learners who need text enlarged. * Talktyper is a free online speech to text converter. https://talktyper.com/   Most of these are extensions are easily accessible as an icon on the learner’s browser toolbar.  The MyComputer MyWay set of resources provided by Abilitynet in the UK is an excellent resource to explore specific needs and how you might accommodate those in your classes. See: <https://mcmw.abilitynet.org.uk/mcmw>  Learning Difficulties Australia has a comprehensive website with information on assistive technologies in the classroom. See: <https://www.ldaustralia.org/342.html>  If you are using tablets, CALL Scotland has a very handy poster for iPad apps for people with reading and writing difficulties. See: <http://www.callscotland.org.uk/common-assets/cm-files/posters/ipad-apps-for-learners-with-dyslexia.pdf>  You may also find that ACCAN, the Australian Communications Consumer Action Network, Australia’s peak communications consumer organisation representing individuals, small businesses and not-for-profit groups as consumers of communications products and services, is a very helpful resource. See: [www.accan.org.au](http://www.accan.org.au).  They have a complete section called: *Sociability: social media for people with a disability* and comprehensive tips sheets on all the most popular social media tools.  See: <http://accan.org.au/tip-sheets/sociability-social-media-for-people-with-a-disability>  These tip sheets will be invaluable throughout the course, and specifically in module 4.   1. Teacher workbooks and Teaching Notes   You will see that the teacher workbooks mirror the learner workbook, with additional pages provided for each teacher section. They are provided at the start or end of each new section. They are usually introduced as Teacher > section name.  Each teacher page contains:   * learning outcome(s) * suggested teaching time * teaching points * suggested questions and activities * notes to develop your own knowledge base for the more theoretical aspects, for example   We have tried to keep the teaching points succinct but comprehensive, to give you enough scope to adapt the lesson to learner needs and your teaching strengths. We expect that these points, together with the session plan, will give you sufficient structure to deliver the lesson, without being too prescriptive!  You will find the learner workbooks highly visual with minimal text.  Please note: The current suggested teaching times in each section of the modules encourages discussion and exploration but does not factor in any significant practical component.   1. The Modules   9.1: Digital Basics: skills audit and prior knowledge check  See detailed session plan as well as teacher & learner workbooks.  Module 1 is an overview of the digital basics learners will need to be familiar with to get the most out of this course.  There is a sample skills audit based on the Intel Learn Easy Steps (ILES) program in the guidance document. The A-frame recommends that learners complete units 3, 4 and 5 of ILES before they do this course.  The skills audit can be done on enrolment, as part of their placement interview, or in the first session in class. It can also be done as part of the learner plan Part A which also helps to identify skills and knowledge gaps.  Icebreaker activities that give learners an opportunity to articulate why they are doing the course will also identify gaps.  Sections 4 – 6 in the session plan covers the bulk of the workbook. There is plenty of opportunity for discussion and hands on activities whilst establishing how familiar your learners are with the concepts, and how they use digital technologies in their work and everyday life.  We recommend at that you establish the following during this session:   1. Learners keep a jargon buster log to familiarise themselves with new terms and phrases. 2. Learners all have a Gmail and know how to log in to it. 3. Learners share a Google Drive folder (set up by you) or any other cloud-based storage system such as MS OneDrive to share work and ideas. https://www.google.com/drive 4. Learners create a LinkedIn Profile. https://au.linkedin.com/ 5. Learners know how to find Google Garage online. <https://learndigital.withgoogle.com/> 6. Your learners could download the Primer app as part of the hands-on section for this module. <https://www.yourprimer.com/about.html> |
| We recommend at that you establish the following during this session:   1. Learners keep a jargon buster log to familiarise themselves with new terms and phrases. 2. Learners all have a Gmail and know how to log in to it. 3. Learners share a Google Drive folder (set up by you) or any other cloud-based storage system such as MS OneDrive to share work and ideas. https://www.google.com/drive 4. Learners create a LinkedIn Profile. https://au.linkedin.com/ 5. Learners know how to find Google Garage online. <https://learndigital.withgoogle.com/> 6. Your learners could download the Primer app as part of the hands-on section for this module. <https://www.yourprimer.com/about.html>  Links to Tech Tips for Module 1  1. Discuss and gather student comments on a padlet at [www.padlet.com](http://www.padlet.com) 2. Mirroring software: reflector: <http://www.airsquirrels.com/>. The Think.Digital team use Reflector as screen mirroring software, which will enable you to show your mobile phone screen to the whole class to demonstrate. There is a cost involved in this one, but there may be others that are free.   Working with learners with a disability Module 1  Ask learners to explore the accessible technologies built in to their PCs, by visiting the Ease of Access centre under the Settings tab. There is a magnifier, narrator, screen contrast adjustments, onscreen keyboards and much more.  You can also include a section on exploring accessible technologies available online, and in particular the extensions that are available for people with sight or reading impairments for example. Each learner could research and download an extension that may be useful for them. Most of these extensions work across platforms and browsers.  See: <https://chrome.google.com/webstore/category/ext/22-accessibility?hl=en>  Microsoft has an excellent Disability Support Centre with an answer desk for disability support in Windows and Office, as well as any of their hardware products.  See: <https://www.microsoft.com/en-us/Accessibility/disability-answer-desk>  9.2. What is Digital Marketing?  See detailed session plan as well as teacher & learner workbooks.  Module 2 gives a big picture overview of all the different aspects of digital marketing that your learners will need to be aware of when establishing and managing their digital footprint.  Teachers and learners need to be aware that this unit will help them gain and overall understanding of the terminology and what digital marketing involves.  Most of the areas touched on in this unit will be further developed over the next 3 units, in particular:   * Websites * Search Engine Optimisation * Social Media * Ecommerce  Contextualising module 2 You will notice in the session plan that we have included sections that give you the flexibility to contextualise the learning in more practical ways, such as searching for jobs in digital marketing in section 1 and setting up a LinkedIn digital portfolio in section 2.  This module also introduces a project-based learning approach through a card-based team activity (section 5) and has an additional session plan around how to create an elevator pitch.  Additional session plan – pitching your idea  According to the Foundation for Young Australians[[2]](#footnote-2), communication is an enterprise skill that is essential in supporting young people to secure full-time work faster. We have therefore included this extra session plan, as we believe that being able to communicate in a clear, succinct and persuasive manner is a skill that learners need to obtain work, particularly in the digital technology field. We recommend that you do this as part of the digital marketing module, as it is suitable subject matter for this session. You can then ask learners to practice this skill several times across the various subsequent modules to develop their skills in this area.  This session plan is based on module 9 of the Self-start website. You will find it here: <https://jobsearch.gov.au/selfstart/pitching-and-communication>  It ties in well with the next project idea activity Simon Sinek says…  Working with learners with a disability Module 2  For students who would find writing their pitch (see additional session plan module 2) intimidating, maybe an audio recording and note taking app would work well. Each PC or laptop the student has access to already has a recording function, so encourage them to use that.  Note taking software such as *Evernote* and *Onenote* will be more complex to learn, but maybe well worth their while. There are a range of cross platform note taking apps available.  Perhaps the most accessible is the *Google Keep* app – which allows for voice memos and transcribes these to a list or page. It can also integrate with Google Home.  Any free online speech-to-text app such as https://speechnotes.co/ available online will also be an engaging tool.  Simon Sinek says…start with why[[3]](#footnote-3)?  Project / card activity (section 5 of the session plan) This activity will help you learners understand why they will be using specific online tools to support specific business objectives as shown here. Methodology   1. Use the attached PDF to print out the 6 business objectives in red. 2. Print 3 sets of the 3 different sets of strategies – as any one strategy can apply to any one objective. 3. Work through the PowerPoint with the learners. 4. Divide learners into pairs / groups and encourage everyone to come up with a project idea. 5. Hand out one objective per pair or group 6. Tell them they can choose any 5 strategies to support that objective. 7. The groups get 30 minutes to prepare a pitch for the strategies they have chosen and how a particular online tool within their strategy will potentially support their project / business idea. 8. Learners present to the group and seek feedback.  As mentioned earlier the time allocation for each module is suggested only, and depending on your learner cohort, this module could be extended to longer than 9 hours, i.e. 6 hrs. digital marketing and 3 hrs. creating an elevator pitch.See additional module 2 session plan as outlined above, entitled: *Pitching your idea*.Links & Tech Tips for Module 2The government’s NEIS self-start website at: <https://jobsearch.gov.au/selfstart> has a good section on going online, called *Going Digital*. The information is well presented and provides many opportunities for extension activities and homework.    1. Here is an useful Infographic on who uses LinkedIn <https://www.slideshare.net/Marketing-Mojo/who-uses-linkedin-a-guide-to-the-demographics-of-the-leading-social-network-for-business> 2. Latest statistics on social media use in Australia. <https://www.socialmedianews.com.au/social-media-statistics-australia-january-2018/>   9.3 Websites for Small Business Essentials  See detailed session plan as well as teacher & learner workbooks.  In this module learners will explore in detail the 7 essential aspects of interactive website design.  Learners will encounter concepts that were introduced in the previous module, but also discover many tools and technologies that make developing a good website exciting and essential in growing a business. They will learn about content management systems, customer segmentation and calls to action, website architecture and the importance of optimizing your site for mobile, social media and search engines. The module will conclude with an introduction to Google Analytics. At the end of this module they will know what developing a website involves and what questions to ask if they decide to contract the work to someone else.  They will not learn how to build a site but setting up a simple site (such as Google sites or a WordPress blog) to help them to showcase their business idea developed in module 2 and demonstrate how they are applying their learning is an excellent and very practical application of their knowledge. It will depend on how much time you will have in class, your technical skills, and the learners’ technical abilities. The current suggested hours for the course does not factor in any significant practical component.  Reminder: we suggested in module 1 of this course that you set up a folder in the Cloud, which will be sufficient for learners to collect tasks, documents, articles and links to their research and classwork.  Contextualising module 3  You will notice in the session plan that we have included sections that give you the flexibility to contextualise the learning to current trends, such as the newspaper articles in sections 2, 8 and 9. This module relies heavily on specific websites that will illustrate specific points. Try to involve the learners as much as possible and ask them to research or nominate sites.  Working with learners with a disability Module 3  This module lends itself to working with learners to explore the accessibility apps available online that can help people with a range of disabilities safely and productively use the internet.  See: <https://chrome.google.com/webstore/category/ext/22-accessibility?hl=en>  <https://www.microsoft.com/en-ww/mobile/accessibility>  This is also a good opportunity to alert participants to W3 guidelines, (https://www.w3.org/standards/) in terms of creating an accessible website. They state that:  *“Accessibility is essential for developers and organizations that want to create high-quality websites and web tools, and not exclude people from using their products and services. The Web is an increasingly important resource in many aspects of life: education, employment, government, commerce, health care, recreation, and more. It is essential that the Web be accessible in order to provide equal access and equal opportunity to people with diverse abilities. Access to information and communications technologies, including the Web, is defined as a basic human right in the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD).The Web offers the possibility of unprecedented access to information and interaction for many people with disabilities. That is, the accessibility barriers to print, audio, and visual media can be much more easily overcome through web technologies”.*  Sections 4 and 5 of the session plan lends itself to a discussion around the question of:  *How accessible should your website be to people with a disability?*  The W3 also have a terrific section on their site entitled *Web Accessibility Initiative,* which includes links to very practical tips on how to make browsing more accessible for a range of disabilities. See: <https://www.w3.org/WAI/users/browsing>  If this is a topic you would like to introduce and explore further in your class, you will find that they also have some good teaching resources available on their website.  Links & Tech Tips for Module 3   1. Websites article   <https://smarterbusiness.telstra.com.au/customer-experience/online-business/Is-your-website-killing-your-business>   1. Social media article   <https://smarterbusiness.telstra.com.au/customer-experience/online-business/can-your-business-be-more-socially-active>   1. Search engine marketing article   <https://smarterbusiness.telstra.com.au/customer-experience/online-business/can-small-businesses-be-more-competitive>  Reminder: the session plan and teacher notes contain many links to sites and tools that support the delivery of this module.  9.4 Social media for Small Business  See detailed session plan as well as teacher & learner workbooks  Module 4 helps learners to gain a big picture overview of the tools and technologies they may need to set up an integrated social media presence. They will also identify how they can improve on their current or implement new digital marketing practices. Learners will be introduced to social algorithms and discuss why they are important. Learners will map out a basic social media strategy and have opportunity to create this as a sample document for their portfolio. They will also have the opportunity to create a highly engaging social media post based on advice and tips provided in the workbook.  Learners will then move on to the difference between free, organic posts and paid, targeted social media advertising. The module concludes with learners doing some in depth research on one of the following social media channels: Facebook, Twitter, YouTube or Instagram. Learners complete this unit by creating and presenting a pitch for one of these channels.  Contextualising module 4  You will notice in the session plan that we have included sections that give you the flexibility to contextualise the learning such as learners developing their own social media strategy document related to their business idea, and researching a social media channel that they are interested in.  They also get another opportunity to practice their communication skills by pitching their particular social media channel to the class.  Working with learners with a disability Module 4  In this module you have various opportunities to ensure that your learners are aware of how people with a disability use these tools, and also how to accommodate learners with a disability in your class.  In section 1 of the session plan, you could get your learners with a disability to use Ok Google or Siri to ask for accessibility tips and tricks for their chosen social media i.e. Twitter, Facebook etc…  In section 4 of your session plan learners should be able to create content for a social media post using their downloaded accessibility apps such as the *Facely HD* App. If you use an iPhone, iPod Touch or iPad, this app provides Facebook access that works with the VoiceOver screen reader.  Links & Tech Tips for Module 4  We used Plickers (www.plickers.com) at our recent co-design day. We were impressed at how much data you can collect just by giving each participant a piece of paper to hold up. Essentially Plickers lets you poll your class for free, without the need for student devices. Just give each student a card (a "paper clicker") and use your iPhone/iPad to scan them to do instant checks-for-understanding, formative data of any kind and impromptu polls. Your data is automatically saved, student-by-student, at plickers.com. Everyone in the class participates simultaneously and the results can be displayed in real time either anonymously or individually.  Do a search for Plickers and you will find a lot of instructional videos as well as apps for your phone or other mobile device. You will use the device to scan the room once you have set everyone up on the system with a printed card of their own. They can reuse the same card for the duration of the course.  9.5 Selling online  See detailed session plan as well as teacher & learner workbooks  Module 5 is an introduction to ecommerce concepts and tools. It explores what ecommerce is, why learners would use it and what a successful ecommerce site looks like.  Learners have the opportunity to develop their own basic ecommerce strategy, which can be prepared as a document for them to take away together with their digital marketing and social media strategies.  Learners briefly touch on the legalities of selling online, and look at ecommerce models and solutions. If this is too technical for you, the session plan suggests you work through the *Build your own Online shop* in Google Garage as a teacher led group activity.  Another great example is a Berry Street social media campaign. A recent Facebook campaign asking people to donate money to buy a range of specific items for children in need.  This leads directly to their website embedded in the post which makes it very easy to buy any time, without even having to get up to fetch your credit card, if you have a PayPal account for example.  The Google Garage topics *Build your own Online shop* and *Sell more Online* will add to your knowledge base as well.  Working with learners with a disability Module 4  Although this module is all about thinking about setting up an ecommerce site, your learner cohort, and in particular any learners with a disability, may well benefit from information about buying online and more general information about consumer rights and vendor responsibilities. ASIC has a comprehensive, plain language resource at: <https://www.moneysmart.gov.au/life-events-and-you/people-with-disability>  They also have a section on online shopping at: <https://www.moneysmart.gov.au/managing-your-money/banking/different-ways-to-pay/online-shopping>  These are good resources to support section 1 and 2 of your session plan.  10. Completing Google Garage  Throughout this course you will have been working with your learners on Google Garage topics both in class and as homework. Please note: the idea is not that learners complete Google Garage in class time. It is a very suitable and informative addition to our work and can sometimes provide extra scaffolding to explain difficult or different concepts.  Find out early in the course if your learners want to complete the exam, and if so, maybe organise a time for everyone to come together to do it after class.  Learners can then get a Certificate of Participation and the Google Garage Certificate.  Below is a testimonial from a learner who completed Google Garage in a similar course at one of our partner organisations:  *“I would like to thank you for facilitating a very educational, rewarding and game changing program.*  *Whilst Google Garage is offered online for free, I would simply not have made the time or gained the depth of understanding that your 10 week program offered.*  *The group discussions and individual insights aided the learning and understanding in what most of us would consider; “Outside of my realm of understanding”*  *I’m by no measure a geek in I.T. However, I know now that I can and do hold my own.*  *The course was fun and rewarding. During the course I found time to implement my newly found knowledge. The return on investment for my business has resulted in engagement of existing customers and prospective customers from new views & likes”.*  11. Next steps  During your final unit, you will be doing the learner plan part B with your learners and discussing further options. This is a good time to discuss what they can access at their local TAFE if they are ready, or any other digital technology courses that you are offering, such as website design for example.  At the completion of this course your learners should:   * Have 3 basic strategy documents to help them plan an online footprint. * Know how to create a pitch for an idea with a vendor or customer * Understand basic digital marketing concepts and tools. * Know what the essentials of a good website design entails. * Know what is involved in selling online * Understand social marketing concepts and tools.   Your learners will be well placed to enroll in a course such as website design and development, including setting up an ecommerce site. They may also want to explore the idea of volunteering at a small business to take on a specific online tool or task for that business.  12. Continue the learning…  Below are a list of links to online courses and information for you and your learners to continue developing your knowledge and skills in managing a business presence online.   * LinkedIn for Business at: <https://business.linkedin.com/marketing-solutions> * Udemy.com is an online learning platform. There are quite a few digital marketing courses available. Unlike academic MOOC programs, Udemy uses content from online content creators to sell for profit. Udemy charges for access. Students take courses largely as a means of improving job-related skills. *Source : Wikipedia* * Infoxchange Digital Springboard is a partnership with Google. This is a new joint initiative from Infoxchange and Google.org, and will help Australians access free digital skills training to help them find work or further their career and bridge the digital divide. There will be some business related units available on there as well. They have some excellent modules on *Skills to Start your own Business*, which could be a good pre-cursor to this course, as well as a module on *Social Media Strategy* and *Writing for Social Media*.   You need to sign up with them as provider to get access to all their very comprehensive teaching materials.   * Grow with Google and Google Garage have a range of bite sized learning chunks for you as a teacher and your learners. <https://grow.google/> they also have a Google primer that you can download as an app.      1. Contact us:   #Gippslanddigital in association with Think.Digital  Josie Rose  Project Manger  #Gippslanddigital  M: 0409 198 123  E: josrose@tpg.com.au  Gippsland Digital  [www.gippsland.digital](http://www.gippsland.digital)  Facebook.com/gippslanddigital  LinkedIn: https://www.linkedin.com/in/josie-rose  Tim Gentle  Digital Crusader  M: 0422 900 858  E: tim@think.digital  W: www.think.digital  Facebook: facebook.com/thinkdigitalcoach  Instagram: instagram.com/timgentle  Twitter: @timgentle  Youtube: youtube.com/TimGentleThinkDigital  LinkedIn: linkedin.com/in/timgentle  More about Tim Gentle  https://lh5.googleusercontent.com/WczD4bujQEPzcINBRH5c5i7JJX5FlHivGkJQHMhD_YusR06a4GbeXSdnjIhivkA_X7aJdodgbbFwECfYEfE6fsEkjtJm65zZrkydfT7CKvUeSd8xp4X_6vv80FkJc_gWmZ1JUAHmFounder of Think.Digital, Digital Crusader, Educator & Entrepreneur. An advocate for regional, rural and remote Australia.  Over 20 years of experience in Marketing and the Digital world. Tim’s energy, enthusiasm and industry knowledge has been shared in well over 1500 workshops both internationally and across Australia.  Tim has also designed over 1000 websites for an array of customers.  Think Digital’s #ThinkDigitalCoach is a hi-tech 14-metre classroom on wheels, that travels throughout Australia providing digital education, experiences, and education.  Tim’s vision is to help bridge the digital divide between the city and country.  Learn more about Tim and the #ThinkDigitalCoach  [www.timgentle.com](http://www.timgentle.com) | [www.think.digital](http://www.think.digital) | [www.thinkdigitalcoach.com.au](http://www.thinkdigitalcoach.com.au)  [www.thinkdigitalcampus.com.au](http://www.thinkdigitalcampus.com.au) | [www.farmvr.com.au](http://www.farmvr.com.au)   |  |  | | --- | --- | | **https://lh4.googleusercontent.com/MTgRqXOV75uU6HYnwMlSB0Oui9HEHoN-AOqELukVODSDrgem0pqjgY0qnPbU9GUJ6Z7DRSnPC0xoz_Pe1DHFUX4qpB4osz1QyVwJC89htMj7hgJDsBkBXhtj9X_qOfXMYoAOtaF_** | **https://lh6.googleusercontent.com/KInC6GUSjL91HXYZrw-ATFgKhoWCwSsoFmZST1pHmxay7CcR82MkzZc8AixiT7PTLOBQKYjq_8tP83aD8-rr-hxFq9Fd4sr3qmY9CymGgSnn2OGL_xhDtErSt6op6V61vLUoBx3R** | |

1. <https://www.socialmedianews.com.au/social-media-statistics-australia-january-2018/> Accessed 15/618 [↑](#footnote-ref-1)
2. <https://www.fya.org.au/2018/06/14/why-50-of-young-australians-are-stuck-in-transition/> Accessed 22.6.18 [↑](#footnote-ref-2)
3. Refer to Simon Sinek Video <https://www.youtube.com/watch?v=IPYeCltXpxw> [↑](#footnote-ref-3)