**SSSC 23 Things – Digital.**

**Digital capabilities to support practice and learning in social services.**



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**About this Open Educational Resource (OER)**

As part of the SSSC’s commitment to open educational practice, we’ve packaged all of the text from our “Digital Capabilities – 23 things for Social Service workers” into this document and licenced it under Creative Commons to make it easier for you to reuse and adapt the material.

You can visit the 23 things website here: <insert web address>

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* build a website
* build your own smartphone or tablet app.

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Visit the OGL website for more information:

<http://www.nationalarchives.gov.uk/doc/open-government-licence>

**Introduction**

Welcome to the ‘SSSC 23 Things – Digital’ resource for social services workers.

This work is intended as an addition to the existing ‘23 things’ programmes on many different topics that are available worldwide.

It is hoped that by participating in this programme, social services workers will develop their digital capabilities by building upon their existing knowledge, confidence and skills, enabling them to better support the people who use social services in Scotland.

The things do not need to be completed in any particular order, with the exception of Things 1 and 2 which must be completed first, and Thing 23 which must be completed last.

**Taking part in SSSC’s 23 Things - Digital.**

**General information**

Everything you will need to take part in the 23 Things programme is on the website. The programme is open to any social service worker (statutory, voluntary, private) in Scotland.

**Requirements**

It's very easy to take part in our 23 Things programme – there are only a few requirements.

These are:

* access to a smartphone/tablet/PC/Mac with an internet browser and speakers/headphones
* access to the internet via 3G/4G or broadband
* an email address
* a blog (don't worry if you don't have one – you set one up at the start)
* an Open Badges account (again, you will set one up at the start of the programme).

**Timescale**

There is no set timescale to work through the programme – you work at your own pace.

**Blog posts**

To successfully complete each thing and earn the linked Open Badge, you should submit a blog post of **at least** 100 words. Some workers find that more detailed and in-depth blog posts are useful when evidencing professional development.

**Face-to-face sessions**

We designed the programme to be done online, however if you feel your team would benefit from a face-to-face half day workshop to get you started please contact george.burton@sssc.uk.com to discuss.

**Frequently Asked Questions (FAQ).**

Please take time to read the FAQs which provide answers to the most common questions about 23 Things.

**I am not registered with the SSSC. Can I take part in the 23 Things?**

Yes. You don’t have to be registered with the SSSC to take part in the 23 Things.

**I am registered with the SSSC. Do I have to complete the 23 Things?**

No. Taking part in the 23 Things is voluntary. Some people have found working through the programme to be a useful way of building evidence of continuing professional development (CPD).

**Do I need to complete all 23 Things?**

No, you can complete as many or as few as you like.

**Do I need to complete the 23 Things in order?**

No, but Things 1 and 2 should be done before the rest, so you can earn Open Badges as you progress.  We recommend you do Things 1-6 first.

**Why are there 23 Things?**

The 23 Things concept originated in a programme called [Learning 2.0](https://plcmcl2-about.blogspot.co.uk/) run by and for staff at [The Public Library of Charlotte and Mecklenburg County](https://www.cmlibrary.org/), which has led to many other 23 Things programmes around the world. The SSSC 23 Things Digital Capabilities programme was influenced by the [University of Edinburgh’s 23 Things programme](http://www.23things.ed.ac.uk/).

**I can't access some of the content because of my employer's firewall. What can I do?**

You can contact your organisation's IT provider to ask for the site to be allowed through the firewall. Or you could try accessing the content from home or through your mobile phone network.

**Can I reuse any of the content in the SSSC 23 Things?**

Yes. All the content (unless otherwise indicated) is licensed under [Creative Commons](https://creativecommons.org/licenses/by/4.0/) [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/). This means that you are free to share, re-use, modify, adapt any content providing you give appropriate credit, indicate if any changes you made and provide a [link to the license](https://creativecommons.org/licenses/by/4.0/).  We have also made the content available as an Open Educational Resource (OER) [here](http://learningzone.workforcesolutions.sssc.uk.com/course/view.php?id=58).

**Where does the Kelpies image on the homepage come from?**

This fantastic photo ‘[Kelpies, Falkirk](https://www.flickr.com/photos/gj_thewhite/14871887482/in/photolist-oEbj29-oFXXpR-onHgq5-pasgC1-oCbgKm-b8j4sc-oEd4Sg-ndZTuq-oiVg4M-rHWekr-rbPx8s-oTxeGv-u1NaCV-QN6p1k-pRmPJS-rbNMxu-rdHo3b-q7zecF-qLNK1w-ooq23F-pasgjW-b7yvQr-o6Vnvw-oDEd2e-nSpw7V-oqaR5t-o6VfGy-dqFuM7-ooow59-oocFHb-rBuVZJ-nzqF7N-b7yvoP-ddWBHc-r4ngnD-LeP89-pJfgh2-b7ywyV-b7yvBt-qMZfbD-b7yxsD-b7yvFH-b7yw7F-b7ywgM-RxDpCb-b7yvKt-b7yvZv-tpLe9W-b7ywbc-rguAFT)’ is by [Graham Campbell](https://www.flickr.com/photos/gj_thewhite/) licensed under [CC BY-SA 2.0](https://creativecommons.org/licenses/by-sa/2.0/).

**I have a question that is not covered here. Who should I contact?**

Contact the SSSC Learning Technologies team at [sssclearningtech@sssc.uk.com](mailto:sssclearningtech@sssc.uk.com) or [@SSSCLearnTech](https://twitter.com/SSSCLearnTech) on Twitter.

**Thing 1 – Blogging.**

This is the first of 23 things and you should start your journey here. In this thing, you will learn about blogging, set up a blog and make your first blog post.

**Open Badge Information**

Open Badge: [SSSC 23 Things Digital – Thing 1: Blogger](https://www.badges.sssc.uk.com/badges/sssc-23-things-thing-1-blogger/).

Counts towards: [SSSC 23 Things Digital – Digital Communicator](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-digital-communicator/).

**Introduction**

A blog (or we**blog**) is an online space where a blogger (or author) can express themselves. It’s like an online journal which can be updated as often as the blogger want. Some people choose to blog daily, weekly or monthly and some people only write a blog when they have something to blog about. If someone is interested in a blog, they can subscribe, which means they will be sent an alert when there is a new blog post.

Each of the 23 things asks you to reflect on the activity you have carried out and write at least 100 words about it. Using a blog format will let you easily share your work with other people who are also working through the 23 things. You’ll be able read what others have done to complete each thing, comment and get feedback on your blog posts.

**Instructions**

a) Set up your blog.

There are a number of free and paid services for blogs. We suggest you use any of the free providers below.

* WordPress: <https://wordpress.com/>
* Blogger: <https://www.blogger.com/>
* Tumblr: <https://www.tumblr.com/>

Once your blog has been set up, please let us know! Send an email to [sssclearningtech@sssc.uk.com](mailto:sssclearningtech@sssc.uk.com?subject=New%2023%20Things%20Blog%20registered) with your name, email address and let us know the URL (website address) of your blog.

b) Post and tag.

Post at least 100 words on your blog introducing yourself, the purpose of the blog and something you’ve learned in the process of completing this thing. If you’re feeling adventurous, you can add pictures, videos or anything else you want.

A tag is a way of describing or flagging the content of your blog post and can also be used to identify posts of interest on a specific topic.

**We ask that all blog posts with content relating to the SSSC 23 Things programme be tagged with ‘SSSC23Things’**. This allows us to gather posts from registered blogs together so that everyone taking part can read and share in the 23 Things experience.

In Wordpress, you can tag your new post using the ‘Categories and Tags’ function.

In Blogger, you can tag your post using the ‘Labels’ function.

In Tumblr, you can tag your post using the ‘#Tags’ function.

**Thing 2 – Open Badges.**

**Introduction**

In this thing you’ll learn about Open Badges, register for an Open Badge account and apply for your first two badges.

**Open Badge Information**

Open Badges: [SSSC 23 Things Digital - Thing 1: Blogger](https://www.badges.sssc.uk.com/badges/sssc-23-things-thing-1-blogger/) and [SSSC 23 Things Digital- Thing 2: Open Badges](https://www.badges.sssc.uk.com/badges/sssc-23-things-thing-2-open-badges/)

**Instructions**

1. Watch [this video](https://www.badges.sssc.uk.com/badges/sssc-23-things-thing-1-blogger/) to learn about Open Badges.
2. Read [this article](https://openbadges.org/about/) about the history of Open Badges.
3. Register for an account at <https://www.badges.sssc.uk.com>
4. Write a blog post reflecting on your thoughts about Open Badges and their potential as a way of demonstrating professional development.

Remember to tag your blog post with #SSSC23things.

1. Apply for [SSSC 23 Things Digital - Thing 1: Blogger](https://www.badges.sssc.uk.com/badges/sssc-23-things-thing-1-blogger/) and [SSSC 23 Things Digital- Thing 2: Open Badges](https://www.badges.sssc.uk.com/badges/sssc-23-things-thing-2-open-badges/), using links to your blog posts as evidence.

**Thing 3 – Why digital?**

In this thing, you will explore why you, your employer and people who use services might benefit from developing your digital capabilities.

**Open Badge Information**

Open Badge: [SSSC 23 Things Digital - Thing 3: Why digital?](https://www.badges.sssc.uk.com/badges/sssc-23-things-thing-3-digital/)

**Introduction**

In a digital world, the expectations of social service employers, the workforce and the people who use social services are changing. It’s becoming more and more important that the workforce is suitably equipped by developing its digital capabilities.

**Instructions**

a) Look at [this infographic](http://23things.dgty.uk/wp-content/uploads/2017/01/Digital-capabilities-infographic.pdf) produced by [Skills for Care](http://www.skillsforcare.org.uk) and consider whether it represents your experience as a member of the social service workforce in Scotland.

b) Complete this short self-assessment [scoresheet](https://23digital.sssc.uk.com/wp-content/uploads/2017/05/Thing-3-Why-Digital-Self-Assessment.pdf) to establish your own perception of your digital capabilities, your confidence in applying them, and the extent to which you feel they are relevant to your role in social services.

c) At the SSSC, we believe that:

* The workforce should be enabled to take advantage of the huge range of learning opportunities afforded by embracing digital learning.
* We must work to avoid the emergence of a two-tier workforce, characterised by those who apply their digital capabilities to their everyday learning and practice, and those who “don’t do technology”.
* People who use services should expect and be enabled to take advantage of the digital opportunities in society, in a safe manner.
* A skilled and confident workforce needs to develop its own digital capabilities in order to support people to this end.

Social services workers should be able to develop and apply their digital capabilities to support their own learning as well as their everyday practice. Spend some time thinking about the difference between your learning and your practice and what this means in terms of your motivation to develop your digital capabilities.

d) Blog.

Write a blog post that covers your thoughts about the above activities and how you think a digitally capable workforce can help to improve the lives of people who use services.

**Thing 4: Digital footprint.**

Many people don’t know how big a digital footprint they leave when doing things online. Completing this thing will help you understand digital footprints.

**Open Badge Information**

Open Badge: [SSSC 23 Things Digital – Thing 4: Digital footprint](https://www.badges.sssc.uk.com/badges/sssc-23-things-thing-4-digital-footprint/)

**Introduction**

A digital footprint is the mark you leave when you do something online. It’s the data you leave behind and it can be used to identify you. This can be the result of different types of interaction including:

* posting a comment on social media
* downloading a file
* watching a video
* visiting a website
* being ‘tagged’ by someone else in a photo on social media
* using a search engine
* using location services – for example, map applications on your smartphone.

**Instructions**

a) Watch [Orange’s Digital Dirtvideo clip on YouTube](https://youtu.be/JJfw3xt4emY) and think about the implications for social service workers and the people they support. If you can’t access YouTube, you can try watching on [Vimeo](https://vimeo.com/130299432).

b) Google yourself to see how high up the returned search results anything relating to you is. Look for social media profiles, your own website/blogs, your name appearing in a news article, your name being mentioned in a report of some sort.

HINT: If you have a common name you can try to narrow the search by adding another search term, such as your job title, or home town.

eg ‘John Smith Dumfries’ or ‘John Smith Social Worker Dumfries’.

c) Visit ‘[8 Tips to Effectively Manage Your Digital Footprint](http://justcreative.com/2016/05/09/8-tips-to-effectively-manage-your-digital-footprint/)’ and think about which of the tips you consider to be the most important.

d) Blog.

Write a blog post that reflects your thoughts about the above activities, and detail the ways in which you think having a good understanding of digital footprints can support you and your practice.

**Optional**

If you have a Google account (many people do for things like their Android phone, Gmail, Google Maps, Google Calendar), sign in and look at the following pages:

* [Location History](https://maps.google.com/locationhistory/b/o/)
* [My Activity](https://myactivity.google.com/myactivity)

Does anything surprise you?

**Thing 5 – Social Media #1.**

**Introduction**

In this thing, you will have the opportunity to reflect on what you do on social media and consider personal and professional boundaries.

**Open Badge Information**

Open Badge: [SSSC 23 Things Digital - Thing 5: Social Media #1](https://www.badges.sssc.uk.com/badges/sssc-23-things-thing-5-social-media-1/)

Counts towards: [SSSC 23 Things Digital - Social Media Champion](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-social-media-champion/)

**Introduction**

Social media is a reality and it’s more important than ever that social service employers and workers understand how to use it safely and appropriately. It offers huge opportunities to connect with friends, colleagues and organisations around the world but it can also cause problems if not used carefully.

**Instructions**

a) Read your own organisation’s guidance on social media for employees and (re)familiarise yourself with it.

b) Download the Scottish Social Services Council social media guidance and reflect on how it fits with your employers.

c) Read the following articles: [How to Separate the Personal and Professional on Social Media](https://hbr.org/2015/03/how-to-separate-the-personal-and-professional-on-social-media) and [Social workers cannot ignore the role of social media in the profession](https://www.theguardian.com/social-care-network/2016/apr/07/social-workers-social-media).

d) Blog.

Write a blog post reflecting on the activities and how you currently/intend to manage the challenges posed. In particular, you should offer a critical reflection of your own organisation’s social media policies and guidance.

**Optional**

You can gain an additional Open Badge by working through either the [Professional Boundaries (Adult Care)](http://learn.sssc.uk.com/ftp/AC/Scenario1/AC_S1_007.html) or [Professional Boundaries (Child Care)](http://learn.sssc.uk.com/ftp/CC/Scenario1/CC_S1_001.html) scenarios on the [SSSC Learning Zone](http://learningzone.workforcesolutions.sssc.uk.com/) [Making Better Decisions resource](http://learn.sssc.uk.com/ftp/index.html).

**Thing 6: Digital Security**

Completing this thing will give you the opportunity to think about digital security which is relevant for both your personal and professional life.

**Open Badge Information**

Open Badge: Thing 6: Digital Security

**Introduction**

Understanding what data is stored, protected, used and shared by various applications and devices, and how this happens, helps people to take active steps to improving digital security.

**Instructions**

a) Passwords

Most of us know it is frustrating to manage multiple usernames and passwords for a variety of websites, networks and devices. It is good practice to avoid using the same passwords across multiple platforms because if any one password is compromised, your data on other systems is put at risk.

Splashdata release an annual [Worst Passwords List](https://s13639.pcdn.co/wp-content/uploads/2017/12/Top-100-Worst-Passwords-of-2017a.pdf) which highlights some of the most common user passwords identified in data leaks. In 2017, the worst passwords were ‘123456’, ‘password’, ‘123435678’ and ‘qwerty’.

If any of your passwords are along these lines, we strongly recommend changing them. A useful online tool [How Secure Is My Password](https://howsecureismypassword.net/) gives you an idea of how long it would take a computer to crack your password.

Here are some ideas to help you boost your password security.

**Use three random words to create a strong password**

The [UK Government’s CyberAware campaign](https://www.cyberaware.gov.uk/) recommends that you create a strong and memorable password by using three random words, such as redhousemonkeys. You can use numbers and symbols if you need to, for example: 3redhousemonkeys27!

You should use words memorable to you but be careful – your social media accounts can give away vital clues about yourself so don’t use obvious words such as your child’s name or favourite sports team.

Never use the following personal details for your password:

•current partner’s name

•child’s name

•other family members’ name

•pet’s name

•place of birth

•favourite holiday

•something related to your favourite sports team.

**Create a password from a memorable phrase**

For example, a memorable phrase might be ‘Euan got married on a Saturday in July 1995’.

Taking the first letters from each word in the phrase, we generate the password ‘EgmoaSiJ1995’.

This could be further improved by substituting some letters for numbers or other symbols, eg ‘Egmoa$iJ1995’.

**Change passwords regularly**

It may be some time before you become aware your password has been stolen. Changing your password regularly increases your security as the stolen password will expire. Avoid using the same password with a different number on the end when changing passwords. This is a common thing people do to help them remember passwords which need to be changed frequently but it is not very secure.

**Never give out passwords over the phone or by email**

No organisation which treats digital security seriously will ever ask you to do this.

**Use a password manager**

There are many commercial and free password manager applications which can help you organise your passwords and stay secure. PC Mag UK [recently published a comparison](http://uk.pcmag.com/password-managers-products/4296/guide/the-best-password-managers-of-2017) of some of them.

b) App permissions

Go to Settings on your phone or device to look at what information your apps are using. For example, does your online banking app have access to your location? Does that game you downloaded have access to your contacts? What apps have access to your camera?

You can use the following guides to help you do this.

[Apple iPhone or iPad](http://www.howtogeek.com/211623/how-to-manage-app-permissions-on-your-iphone-or-ipad/) / [Android](https://support.google.com/googleplay/answer/6270602?hl=en) / [Windows](https://support.microsoft.com/en-gb/help/10557/windows-10-app-permissions)

Alternatively, use MyPermissions.org to check through the permissions on your devices and social media platforms.

[My Permissions.org website](https://mypermissions.org/)

[My Permissions – Apple Store](https://itunes.apple.com/us/app/mypermissions-online-privacy/id535720736?mt=8)

[My Permissions – Google Play](https://play.google.com/store/apps/details?id=com.mypermissions.mypermissions)

Was there anything that surprised you?

c) Updates

Did you know that when you update an operating system or application the settings often return to the default? This means that the preferences you have set up are often overridden.

For example, you may find that the photos on your smartphone are being backed up to a cloud service such as iCloud or Dropbox. You won’t always receive clear information telling you this. It’s well worth regularly reviewing all your settings after installing updates.

d) Social media ‘games’

Have you taken part in one of those ‘Let’s find out more about each other’ games on Facebook or Twitter? They usually ask people to answer a range of questions about themselves. Most of these seem innocuous but often there are questions that are commonly used as security questions threaded through, such as ‘Name of first pet’ and ‘First car you had’.

Think about what you’re sharing!

e) Write a blog post reflecting on what you learned and how you feel you can apply this knowledge to your role in social services. You should also include information about any other threats to digital security you are aware of and what can be done to combat them.

**Thing 7 – Finding resources.**

Working through this thing will help you find trusted, relevant and reliable resources online.

**Open Badge Information**

Open Badge: [SSSC 23 Things Digital - Thing 7: Finding resources](https://23digital.sssc.uk.com/?p=61)

Counts towards: [SSSC 23 Things Digital - Resource Hunter](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-resource-hunter/)

**Introduction**

When looking for information and resources online the first port of call for most people is Google. Google searches are a great way of finding information quickly; however it’s not always the best way to find reliable, trustworthy material which is relevant to your learning and practice.

**Instructions**

a) Social Service Knowledge Scotland (SSKS).

[SSKS](http://www.ssks.org.uk/) is a specialist online library provided for the social service workforce in Scotland by NHS Education for Scotland.

**You do not have to be an NHS employee to use it.**

It is an online library, where collections of articles, books, journals and other relevant documents are arranged in collections, relevant to particular groups of staff. As these collections have been gathered by professionals, you can be more confident that the resources you find are reliable, appropriate and up-to-date.

For example, if you need to find information about legislation which applies to people with learning disabilities in Scotland, you can visit the [Learning Disabilities portal](http://www.ssks.org.uk/topics/learning-disabilities.aspx), click on ‘Resources’, and then ‘Legislation’. If you were looking for information relating to criminal justice services, the [Criminal Justice portal](http://www.ssks.org.uk/topics/criminal-justice.aspx) includes a selection of digital books, journals, evidence sources and links to key organisations.

Some of this material is accessible without logging in; however to read some academic journal articles, you need to create an OpenAthens account.

Follow the instructions on the [SSKS Open Athens registration page](https://www.athensregistration.scot.nhs.uk/) to create an account for yourself.

b) Find a resource.

Browse the SSKS resources to find an article, document or other resource which is relevant to your practice. Use the [search function](http://www.ssks.org.uk/library.aspx) to jump straight to content you’re interested in.

c) Google.

If you do use Google to search for work-related resources and learning, we recommend trying an [advanced search](https://www.google.co.uk/advanced_search). An advanced search enables you to get more relevant results. For example, you can narrow your search to only include results updated in the last day, week, month or year.

Similarly, you might be looking for a document in a particular format or language, and an advanced search allows you to use these criteria to focus in on what you’re really looking for. You can find the advanced search option under Settings on the results page after performing a standard Google search.

Remember that there are no guarantees of the quality, reliability and provenance of documents found via a Google search.

d) Blog.

Write a blog post reflecting on the process of using the SSKS website, the article or other resource you found and how it relates to your practice. You should also include reflection on your experience of using Google advanced search.

**Thing 8 – Facebook.**

In this thing, you’ll get the opportunity to consider the hugely popular and influential social media platform Facebook, and how you can use it safely.

**Open Badge Information**

Open Badge: [SSSC 23 Things Digital – Thing 8: Facebook](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-thing-8-facebook/)

Counts towards: [SSSC 23 Things Digital - Social Media Champion](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-social-media-champion/)

**Introduction**

Facebook is the biggest social media platform in the world. It has entered everyday vocabulary (‘add’, ‘like’, ‘unfriend’) and millions of people use it around the world for personal and professional purposes. For the social service worker, using Facebook can have huge potential benefits but it can also cause problems if not handled carefully.

**Instructions**

**NB You can only do some of the following activities if you have a Facebook account or if you set one up to do this programme. There are many reasons why people choose not to use Facebook, including personal, professional and international concerns. If you don’t use Facebook, and don’t want to set up an account, you can still earn this badge by completing the second activity. If you do the second activity you should include your reasons for not using Facebook, the impact this currently has on your work and any potential impact it may have in the future when supporting people who do use it in your blog post.**

**a) Basic Privacy Settings & Tools.**

We strongly recommend that whether you are an experienced Facebook user, an occasional user or new to Facebook, that you spend some time getting a good understanding of the Basic Privacy Settings and Tools.

Review your own, or if you have access, your organisation’s Facebook account settings. You should at least consider the permissions surrounding what people can tag you in, and controlling the audience for posts you make. If you change anything, note your reasons why for your blog entry. If you don’t change anything, consider why and what some of the potential downsides of your current settings could be.

**b) Sarah Smith.**

Download this [sample Facebook profile and timeline of Sarah Smith](https://23digital.sssc.uk.com/wp-content/uploads/2017/05/Sarah-Smith-Social-Media-Profile.pdf), a fictional care worker. What concerns, if any, might her employer or the people who use the service she works at have? Consider your own organisation’s social media guidance, as well as the SSSC guidance.

**c) Facebook groups.**

You can create groups to share specific information with a select audience. For example, you might set up a group with colleagues to share work-related links, articles, videos, updates. Similarly, you could create a group for family members, where you can share family photos without others being able to see them.

* Groups can be publicly viewable or closed, ie only members can see them.
* You can share files and documents.
* You can create events in and for specific groups.
* Polls can be used in groups to gather information.

**You do not have to be Facebook friends with anyone in the group to take part in it.**

Read the following two articles about Facebook groups:

[Learn more about Facebook Group Basics and Features](https://www.facebook.com/help/437104639663805)

[Lifehacker article: Facebook Groups are Underrated](http://lifehacker.com/facebook-groups-are-underrated-heres-how-to-make-them-1660643691)

**d) Blog.**

Write a blog entry of at least 100 words, detailing your responses to the activities and what you have learned. Have you created your own groups or joined groups created by others? If this is something you were already using, would you now consider using it in different ways?

**Thing 9 - The Cloud**

In this thing, you’ll develop your understanding of the ‘Cloud’ and explore what opportunities it presents for you, your learning and people who use social services.

**Open Badge Information**

Open Badge: [SSSC 23 Things Digital – Thing 9: The Cloud](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-thing-9-cloud/)

**Introduction**

The cloud and cloud computing are commonplace terms but they can be misleading. There is no physical cloud where data is stored. In reality, the cloud is a network of very powerful computers with huge storage capacity, parts of which are made available to individuals and organisations.

Cloud services such as [Dropbox](https://www.dropbox.com/), [iCloud](https://www.icloud.com) and [Google Drive](https://drive.google.com/drive/my-drive) allow people to store files such as pictures, documents and videos and have access to them from a variety of devices, such as a smartphone, a desktop computer, laptop or tablet as long as there is an internet connection. Most　data storage　used to involve a device’s local storage, such as a hard drive, or removable storage like DVDs, CDs and memory sticks. In cloud computing, this data is stored on someone else’s equipment.

There are several benefits to this.

* You always have a backup of your files.　If your device breaks down, you don’t lose your data.
* You don’t need to carry storage media around with you (like USB memory sticks, CDs or DVDs).
* It’s easy to share files with others and collaborate.

Of course, there are some risks to consider too.　While all reputable cloud service providers make great efforts to assure your data security, it can never be 100% guaranteed. Your　files could be accessed by others in the event of a cyber-attack on the cloud service you use. If your password is　compromised or easy to guess then you also run the risk of someone accessing your data. Some people are using the cloud without realising it – particularly smartphone users. It’s worth checking to see if your phone is backing up your photos to the cloud. For many people, their most frequent interaction with the cloud is when they upload photos to a social media website.

**Instructions**

a) Read the following [Beginner’s Guide to the Cloud](http://mashable.com/2013/08/26/what-is-the-cloud/) article.

b) Upload a file to the Cloud.

**WARNING: DO NOT UPLOAD ANY CONFIDENTIAL OR ORGANISATION-SENSITIVE MATERIAL TO THE CLOUD SERVICES OUTLINED BELOW. THIS WOULD VERY LIKELY CONSTITUTE A DATA PROTECTION BREACH AND COULD LEAD TO DISCIPLINARY ACTION.**

**Apple users**

You probably already have a free iCloud account. Log in using your Apple ID and see what, if anything, you have stored there. Try uploading a file and accessing it on a different device.

**Google users**

If you have a Google account, you can log in and explore your free Google Drive. Do you have anything stored there already? Try uploading a file and accessing it on a different device.

**Dropbox.**

One of the most popular cloud storage platforms is [Dropbox](http://www.dropbox.com). You can sign up for a free account and try uploading a file. Once you’ve done this, try accessing it on a different device.

c) Blog.

Write a blog entry of at least 100 words on what you have learned about the cloud and how you think it might support your practice and learning. Consider the people who use you service and what advice and support you might offer them regarding their use of cloud technology.

**Thing 10 - Podcasts**

Learn about podcasts, how to access them, and which ones might support your learning and development.

**Open Badge information**

Open Badge: [SSSC 23 Things Digital – Thing 10: Podcasts](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-thing-10-podcasts/)

Counts towards: [SSSC 23 Things Digital: Resource Hunter](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-resource-hunter/)

**Introduction**

Podcasts are digital audio files which are made available to download to a device such as mp3 player, mobile phone or computer. They can also be played ‘on-demand’ where an internet connection is available. You can listen to podcasts at a time and place that’s convenient for you. For example, you could listen to a podcast using headphones whilst on a bus, or through your car stereo. One of the advantages of podcasts is, unlike live radio, you can pause, rewind and replay the audio.

Podcasts are an example of ‘narrowcasting’ – that is to say that they are created for special interest audiences. As a result, there are podcasts available on an incredible number of subjects.

**Instructions**

a) Find and listen to, or watch a podcast on a topic related to your practice. Some suggestions are found below, but we encourage you to find others.

[‘Say Why to Drugs’ on acast](https://www.acast.com/saywhytodrugs) – Drugs and drug use.

[‘Social Care Ideas Factory’](https://audioboom.com/socialcareideas) on Audioboom – Social care topics.

[‘Thoughts on the Social World’](http://socialworldpodcast.com/podcasts/) – Social work and social care education and training.

[‘IRISS.FM’](https://www.iriss.org.uk/resources/irissfm) – Discussions, debate and lectures on current topics of interest in the social services.

[‘Podsocs’](http://www.podsocs.com/) – Podcasts for ‘social workers on the run’.

‘[Health and Social Care Academy](https://soundcloud.com/healthandsocialcarecademy)‘ on Soundcloud – health and social care topics.

b) Blog.

Write a blog post of at least 100 words on the role you think podcasts might play in supporting your learning and practice. You should provide a link to the podcast you listened to, and discuss how useful and interesting you found it to be.

**Thing 11 - Twitter**

Learn about Twitter and how it can be used to support your practice, your organisation and your learning and development.

**Open Badge Information**

Open Badge: [SSSC 23 Things Digital – Thing 11: Twitter](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-thing-11-twitter/)

Counts towards: [SSSC 23 Things Digital – Social Media Champion](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-social-media-champion/).

**Introduction**

Twitter is a microblogging platform that allows you to share images, videos, sound and links, along with a maximum of 140 text characters. Despite, or because of, the tight restriction on text it’s an effective way to build a peer network, track news and events, and share information and research updates.

Why use Twitter?

* Twitter can be a go-to place for expertise and advice – this can benefit you when looking for information and help demonstrate your own expertise.
* It can provide you with access to a vast range of people and organisations that you might otherwise be unable to reach, allowing you to build a great network.
* Developing these networks can lead to collaboration, employment, knowledge sharing and other opportunities.

**Instructions**

Choose one of the following Beginner, Intermediate, or ‘Don’t want to set up a Twitter account’ activities below and complete the associated tasks.

**Beginner**

a) Visit [Mashable’s Twitter Guidebook](http://mashable.com/guidebook/twitter/) and learn about the basics of Twitter.

b) Set up an account at [Twitter.com](https://twitter.com/) to explore how you might use it.

* Post a tweet about completing this thing using the hashtag #SSSC23things.
* Look for accounts of people you’d like to follow. Of course, we recommend you follow [@SSSCLearnTech](https://www.twitter.com/SSSCLearnTech) and [@SSSCnews](https://www.twitter.com/SSSCnews) but here are some others that you might find interesting:

Scottish Government: [@scotgov](http://twitter.com/scotgov)

Care Inspectorate: [@careinspect](http://twitter.com/careinspect)

Social Services Knowledge Scotland: [@SSKS\_online](http://twitter.com/SSKS_online)

Digital Scotland: [@digitalscots](http://twitter.com/digitalscots)

Skills for Care: [@skillsforcare](http://twitter.com/skillsforcare)

Social Work Scotland: [@socworkscot](http://twitter.com/socworkscot)

British Association of Social Workers: @[BASW\_UK](http://twitter.com/BASW_UK)

Social Work Tutor: [@socialworktutor](http://twitter.com/socialworktutor)

Social Care Elf: [@SocialCareElf](http://twitter.com/SocialCareElf)

c) Blog.

Write a blog post of at least 100 words reflecting on your exploration of Twitter, your organisation’s Twitter handle (if it has one), and explain what the following terms are:

Tweet Follow Feed Direct Message

Retweet Hashtag Handle Mention

You should also mention any Twitter accounts you think other social service workers in Scotland might be interested in following.

**Intermediate**

For people who are already experienced Twitter users, there are a variety of functions and management tools available which can streamline your experience and help you to collect and analyse data.

a) Lists.

As you start to follow more and more accounts, your feed can become overwhelming and you may miss posts that you’re interested in. Lists are a great way to manage the number and type of tweets you see. To complete this thing, you should create a list for your professional and learning network.

To add an account to your list:

* go to the Twitter profile page of the account you’d like to add to the list and click on the cogwheel/settings icon
* select ‘Add or remove from Lists’
* you can then choose to create a new list or add them to an existing list by selecting the box for your list of choice
* repeat for other users.

To view the feed from one your list:

* go to your Twitter profile page and click the cogwheel/settings icon
* select ‘Lists’
* choose the list you created
* a feed which only displays tweets from accounts on your list will appear.

b) Twitter analytics.

Twitter offers an analytic service to help you understand the impact and reach of your tweets.

To enable Analytics, go to [http://analytics.twitter.com](http://analytics.twitter.com/) and log in with your Twitter account.

To view your analytics, go to your Twitter homepage, click on your profile image in the top right corner, then on Analytics from the dropdown menu.

Use the tabs Home/Tweets/Audiences/Events/More at the top of the screen to explore the different analytics Twitter collects for you.

c) Management tools.

Using a management tool such as Tweetdeck allows you to schedule tweets at specific times, save #hashtag searches, and monitor and take part in realtime chats using #hashtags.

[Tweetdeck](https://tweetdeck.twitter.com/) is a great management tool to start with. A useful guide is [Getting started with Tweetdeck](https://support.twitter.com/articles/20169620).

Other tools such as [Buffer](https://buffer.com/) and [Hootsuite](https://hootsuite.com/en-gb/) are also available and popular. [Mashable’s Guidebook to Twitter](http://mashable.com/guidebook/twitter/) is also an excellent resource with tips and tricks to improve your use of Twitter.

d) Blog.

Write a blog entry of at least 100 words reflecting on your current use of Twitter, the process involved in creating your list and exploring analytics and management tools. Did your analytics produce any interesting information? If you want, make your list publicly available and share the address URL in your blog entry. You should also mention any Twitter accounts you think other social service workers in Scotland might be interested in following.

Post a link to a tweet about completing this thing using the hashtag #SSSC23things.

**Don’t want to set up a Twitter account.**

You don’t need to be signed up to Twitter in order to use it for information gathering.

a) Go to the Twitter homepage [https://twitter.com](https://twitter.com/) and click on the search bar. Type in some keywords from the field you work in to the search bar and see what types of accounts and tweets you find.

b) Explore the site, find Twitter users with interesting content and view their public feeds. Try using a #hashtag to find content and news from your field of work.

c) Blog.

Write a blog post of at least 100 words reflecting on why you have chosen not to create a Twitter account. Have you had one in the past? If so, why don’t you use it anymore? If you’ve never had one, what is it that puts you off?

You should discuss the information you were able to find without creating an account and how this might be useful for information gathering and/or networking.

You should also mention any Twitter accounts you think other social service workers in Scotland might be interested in following.

**Thing 12 – Apps 1**

Learn about apps which you can use to support your practice.

**Open Badge information**

Open Badge: [SSSC 23 Things Digital – Thing 12: Apps #1 Supporting Practice](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-thing-12-apps-1/)

Counts towards: [SSSC 23 Things Digital – Resource Hunter](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-resource-hunter/)

**Introduction**

Apps, short for applications, are software which you can download and install onto various devices, such as mobile phones, tablet computers, smartwatches, desktop computers and laptops. They tend to be in official App Stores for your given device but can sometimes be downloaded from other sources.

**Instructions**

a) Download one of the following apps to the device of your choice. We suggest you choose the one most suited to your current job role.

[Learning Disability – Talking Mats](http://www.talkingmats.com/product/talking-mats-taster/)

[Young People (teenagers) – MoMo](http://mindofmyown.org.uk/products/)

[Adult Support and Protection – ASP](http://learningzone.workforcesolutions.sssc.uk.com/course/view.php?id=56)

[Medication Administration– SafeMed](http://learningzone.workforcesolutions.sssc.uk.com/course/view.php?id=49)

[Carers – Carezone](https://carezone.com/home)

[Visual Impairment – BeSpecular](https://www.bespecular.com/)

Alternatively, if you already have an app on your device which supports your practice and/or the people you support, or have found another app you find useful, check that you have the latest version, then move to section b) below.

b) Explore the app and make notes about the following:

* usefulness
* ease of use
* accessibility
* value for money (if you have paid for app)
* security.

c) Blog.

Write a blog entry of at least 100 words on the app you decided to download and explore. Making reference to the criteria in section (b), think about how you might be able to use this in practice. If you have already tried using it in practice, you should talk about how this went and what if anything you would do differently the next time.

**Thing 13 – Professional networks**

Learn about LinkedIn and how you can manage your professional online identity.

**Open Badge information**

Open Badge: [SSSC 23 Things Digital – Professional networks](http://23digital.sssc.uk.com/?p=32)

Counts towards: [SSSC 23 Things Digital: Social Media Champion](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-social-media-champion/)

**Introduction**

Even if you’re comfortable mixing your personal and work life online, it’s a good idea to have a space which is purely for your work (professional) identity.

[LinkedIn](https://uk.linkedin.com/) is the biggest social media platform which is just for your work or professional network and activities. It’s a great way to showcase your employment history, professional knowledge, skills, interests and achievements. It’s also a good place to look for jobs and we know that many employers look at a person’s LinkedIn profile when considering employing people.

**Instructions**

a) Read [What Is LinkedIn and Why Should You Be On It?](https://www.lifewire.com/what-is-linkedin-3486382)

b) [Sign up for an account](https://uk.linkedin.com/) (or log in if you already have one), review and update your profile. Add the skills you want others to know about to your profile. People in your network can ‘endorse’ those skills to vouch for your abilities, and you can do the same for them.

c) Groups

There are many groups on LinkedIn which are relevant to social services in Scotland. As well as the opportunities groups provide to speak to other people with similar interests, there are usually discussion topics you may find interesting. Here are a few ideas to get you started but we’d encourage you to [find others](https://www.linkedin.com/help/linkedin/answer/186/finding-and-joining-a-group?lang=en).

[Social Care Network Scotland](https://www.linkedin.com/groups/2002706/profile)

[Social Work Forum](https://www.linkedin.com/groups/669527/profile)

[Open Badges in Scotland](https://www.linkedin.com/groups/8547536)

Some groups require your application to join to be approved by an administrator, so you may have to check back later.

If you are an experienced LinkedIn user, why not try starting your own group?

d) Blog

Write a blog post of at least 100 words reflecting on the above activities. You should include your thoughts about having and managing an online work or professional identity and provide a link to the LinkedIn group(s) you discovered. We would also strongly encourage you to also post a link to your own profile so you can connect with other social services workers across Scotland.

**Thing 14 - Email**

In this thing you will learn how to manage, organise and work securely with email.

**Open Badge Information**

Open Badge: [SSSC 23 Things Digital - Thing 14: Email](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-thing-14-email/)

Counts towards: [SSSC 23 Things Digital - Digital Communicator](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-digital-communicator/)

**Introduction**

The extent to which email (**e**lectronic **mail)** plays a role in your day-to-day work depends on your organisation but also on your particular job role and how you manage your emails. Email came before the internet and is still the primary method of online communication, particularly for business and work. Although it has been around for a long time (early versions of email were used in the 1960s) many people don’t use and manage their email effectively.

**Instructions**

a) Message header, Message body, Attachments.

There are two parts to an email – the Message header and the Message body.

The Message header part of an email contains the following information, as well as other important data.

* To: the email address(es) and usually the name(s) of the people getting the email.
* From: the email address (and usually the name) of the sender.
* Cc: Carbon copy – email addresses who also receive a copy of the email for information but are not the primary recipients.
* Bcc: Blind carbon copy – this is similar to ‘cc’ as above, except that only the sender can see who has bcc-ed into an email.
* Subject line: This line is used to tell the people getting the email the subject matter.
* To use email effectively it’s important to understand how these parts of the email work. For example, you may want to send an email to multiple people but for data protection purposes, do not want everyone to have access to each other’s email addresses.

The **Message body** of an email contains the text and any other content that you want to send. This is where you write the actual content of the email.

**Attachments** are files which you attach to an email. Typical attachments include Word documents, PDF documents, pictures, audio clips, video clips. Most mail servers have limits of the size of files you can attach to an email (usually around15MB). Your employer may have a higher or lower limits set.

**You should always take care when opening attachments, as they aren’t always what they seem to be. You could seriously compromise the security of your device and network by opening a dangerous file, which might contain a computer virus. At the very least you should run a virus-scan on attachments before opening them, especially if you don’t recognise the sender. Your work email usually does this automatically, but there are many free anti-virus programmes such as** [**AVG Antivirus**](http://www.avg.com/gb-en/homepage) **available to download to help protect your system.**

b) Reply, Reply All and Forward.

* **Reply**: creates an email which will be only be sent to the sender of the email you are replying to. The subject line will be automatically generated for you. For example, if you received an email with subject line ‘Holiday plans’, the subject line of your response would be ‘Re: Holiday plans’.
* **Reply All**: creates an email which will be sent to all the addresses listed in the ‘To’ field and the ‘cc’ field of the original email. The Reply All function can be the source of much frustration for people. You should stop and think before using this function. Do you want all these people to see your response? Do all these people really need to see your response?
* The Reply and Reply All functions do not send emails to people who were blind carbon-copied into the original email.
* **Forward**: Creates a new email using the content from an email you have received. This function is helpful if you want to share information you have received with someone else, however you must take care to make sure you don’t forward any information to someone who is not supposed to get it. For example, you shouldn’t forward anything containing confidential information about your organisation, or people who use services, to personal contacts outwith your organisation.

c) Junk and spam.

Junk and spam email are similar in the way they take up space in your inbox but there are differences between the two.

Junk email is usually email which you receive but aren’t particularly interested in. It might be an email from a company whose services you have used in the past and as a result you are now on their mailing list. Receiving lots of junk mail can be frustrating.

Spam email tends to be unwanted emails from a variety of sources. You will usually have no link with the sender at all, although they may use your name in an attempt to fool you into opening the email. Spam email is not only frustrating but can also be dangerous.

**Never click a link in an email taking you to a login page for services such as online banking or PayPal, as it’s likely your information will be stolen.Opening these types of links can also open you up to viruses, even if the links look genuine.**

To help manage junk and spam most email providers and applications offer a range of options. Use the links below to find information on how to use filters to keep your inbox free from junk and spam.

[Microsoft Outlook/Outlook Express](https://support.office.com/en-gb/article/Change-the-level-of-protection-in-the-Junk-Email-Filter-e89c12d8-9d61-4320-8c57-d982c8d52f6b)

[Microsoft Outlook.com/Live/Hotmail](https://support.office.com/en-us/article/Help-keep-spam-out-of-your-Inbox-in-Outlook-com-a3ece97b-82f8-4a5e-9ac3-e92fa6427ae4)

[Gmail/Google Mail](https://support.google.com/mail/answer/8151?co=GENIE.Platform%3DDesktop&hl=en)

[Apple Devices – Mac/iPad/iPhone](https://support.apple.com/en-us/HT203524)

d) Organise your emails using folders.

It doesn’t take long for most people to feel overwhelmed by the number of emails they receive. Simply managing emails becomes a task in itself and this can distract from other areas of your work and learning.

Using folders (Outlook), mailboxes (Apple Mail) and labels (Gmail), to organise your emails will help you organise things. You can move emails as they come into your inbox to the appropriate folder so they’re easy to find again.

A good rule of thumb is to have an empty inbox by the end of the day – that is you have dealt with or filed into the appropriate folder all the emails you got that day.

So which folders should I set up?

There are lots of different systems people use to help organise their email. Some people prefer to set up lots different folders and organise their emails by subject or by sender.

For example, you might set up folders for the following:

* family
* friends
* work
* college/university
* SVQ
* online shopping.

In these folders, you can have other folders to help further organise their contents. For example, in your online shopping folder, you might set up separate folders for eBay, Amazon etc.

Some advocate a [five-folder system](https://www.fastcompany.com/3067012/work-smart/the-only-five-email-folders-your-inbox-will-ever-need). This involves organising your emails by deadlines rather than subject. Using this system means your emails would be organised as follows:

* Inbox (newly arrived emails which haven’t been sorted yet)
* Needs action today
* Needs action this week
* Needs action this month/quarter
* FYI (for information).

It’s worth spending a bit of time thinking about how to organise your emails. It can save you a lot of time and frustration and help you feel in control.

NB Your employer may have its own rules regarding how work email should be organised, stored and archived, so you should make sure you are familiar with these.

Use the links below to find information on how to create folders in the mail application you use.

[Microsoft Outlook/Live/Hotmail](https://support.office.com/en-us/article/Create-a-folder-in-Outlook-3d3120d4-3c0e-4fef-b396-89b68324eba6)

[Gmail/Google Mail](http://www.wikihow.com/Create-a-New-Folder-in-Gmail)

[Apple Mail on a Mac](http://www.noproblemmac.com/blog/2013/07/10/how-to-create-folders-in-apple-mail/)

[Apple Mail on an iPhone/iPad](http://heresthethingblog.com/2015/03/03/ios-tip-create-email-folders-mail/)

e) Blog.

Write a blog post of at least 100 words reflecting on the above activities and something you’ve learned in the process. Detail how you currently manage your emails and how effective you find this. Your blog should also outline how you could use the Bcc function to send the same email to 10 different people, keeping their contact details private so the recipients don’t see each other’s email addresses.

**Thing 15 – Video chat/webinars**

It wasn't all that long ago that video calling was the preserve of science fiction. Now, many of us walk around with this technology in our pockets and bags.

**Open Badge Information**

Open Badge: [SSSC 23 Things Digital - Thing 15: Video Chat/Webinars](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-thing-15-video-chat-webinars/)

Counts toward: [SSSC 23 Things: Digital Communicator](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-digital-communicator/)

**Introduction**

Video chatting using platforms such as Skype, Facetime and Google Hangouts across multiple devices is now well established and provides a great way for people to stay in touch. Webinars allow large numbers of people from across the world to take part in events to support their learning. This thing will help you explore some of the opportunities these technologies present.

**Instructions**

a) Skype and Facetime

[Skype](https://www.skype.com/en/) is available on multiple platforms, whereas [Facetime](https://support.apple.com/en-gb/HT204380) is restricted to Apple products. If you've ever used one of these applications, think about what the experience was like. Were you using it over a wired, WiFi or mobile phone network?

Think about the way(s), if any, that you currently use video chat to support your practice and learning. Have you ever supported someone who uses your service to contact a friend of relative using these services?

b) Google Hangouts

[Google Hangouts](https://support.google.com/hangouts/answer/2944865?hl=en&ref_topic=6386410) is a text and video service provided by Google. You can send text messages and video chat or ‘hangout’ with one or more people at a time, or choose to broadcast your video hangouts publicly so anyone can tune in and watch. It can be used to keep in touch, hold conference calls, broadcast a talk or event, and to provide an online space for people to chat/hangout.

Download the Google Hangout app for your smartphone or tablet and invite others to do the same so you can try it out.

Consider how this technology could be used in your setting. For example, could team meetings or supervision sessions incorporating remote workers be carried out using such a platform?

c) Webinars

Webinars (web seminars) are seminars, or meetings, which people connect to using the internet. They allow multiple people to connect with each other using live video and audio in real time. They can be free to access, or paid-for.

Webinars often involve a presentation which will appear on your screen, and there is usually an opportunity to ask the presenter questions and other participants using text or video and audio.

Depending on the platform used to host the webinar, other functions such as the ability to run and carry out polls and surveys are available.

The SSSC Learning Technologies Team run webinars on specific topics throughout the year and you can find the details of these [here](http://learningzone.workforcesolutions.sssc.uk.com/course/view.php?id=53).

Recordings of the webinars are usually made available after the session so you can go back and watch and listen again. For example, the SSSC Learning Technologies ‘How to issue Open Badges’ webinar from February 2017 can be viewed [here](https://www.badges.sssc.uk.com/getting-started/webinar-how-can-you-issue-open-badges/).

d) Blog.

Write a blog post reflecting on the activities above. You should consider the benefits of video chat in comparison to other ways of communicating. You should also explore any potential risks involved in using this technology with people who use services and think about how you can manage these to allow people to enjoy the opportunities they present? If you have ever taken part in a webinar, you should describe that experience.

**Thing 16 – Learning digitally**

In this thing, you’ll develop your understanding of what digital learning is and assess your own capabilities.

**Open Badge Information**

Open Badge: [SSSC 23 Things Digital - Thing 16: Learning Digitally](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-thing-16-learning-digitally/)

Counts towards: [SSSC 23 Things Digital - Digital learner](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-digital-learner/)

**Introduction**

Traditional ways of learning such as learning from books, attending training courses and classroom-based approaches rely on economic and social factors as well as underlying skills which many people take for granted, including:

* the means to access the site of learning such as a school/training course venue and the learning content (for example, literacy/numeracy)
* an understanding of appropriate behaviour and customs in the learning community
* protected time and space
* access to resources, for example, books, worksheets, materials
* the ability to appraise the quality and reliability of resources.

In his article [The Disruption of Digital Learning: Ten Things We Have Learned](https://www.linkedin.com/pulse/disruption-digital-learning-ten-things-we-have-learned-josh-bersin), [Josh Bersin](https://www.linkedin.com/in/bersin/) said that ‘Digital Learning does not mean learning on your phone, it means bringing learning to where employees are. It is a way of learning, not a type of learning.’

There are many potential sources of digital learning like online video tutorials, Massive Online Open Courses (MOOCs), formal elearning modules provided by your employer, Open Educational Resources like 23 Things, podcasts and websites. To make best use of these, it’s important to reflect on and develop the skillset needed to be a successful digital learner.

It’s important to remember the focus of digital learning should always be the learner and their learning. It’s very easy for the focus to shift to the technology and the medium itself and this detracts from the learning. For many people, their early experiences of poorly-designed, un-engaging elearning content left them feeling at best uninspired and at worst, put off from the idea of learning digitally.

**Instructions**

a) The characteristics of successful digital learners.

In his [2008 book ‘E-learning skills’](https://he.palgrave.com/page/detail/eLearning-Skills/?K=9780230573123), Alan Clarke identified the following characteristics of a successful elearner. These were:

* having self-confidence
* being motivated
* having a positive attitude
* possessing good communication skills
* being a good collaborator
* being a competent user of Information and Communication Technology (ICT).

Consider each characteristic in turn and using this [self-assessment form](https://23digital.sssc.uk.com/wp-content/uploads/2017/05/Thing-16-Learning-Digitally-Self-Assessment.pdf), rate your own abilities and what you think would help improve your scores.

b) Your digital learning experience.

Think about your own digital learning experience. What have been the most positive and least positive aspects of your journey so far and why? Most importantly, think about what you learned and how you learned it.

c) Blog.

Write a blog entry of at least 100 words reflecting on the above activities and consider in what ways, if any, the characteristics identified by Clarke in part (a) differ from those of a successful learner with a more traditional approach? You should also consider to what extent you feel your organisation currently supports and facilitates your development as a digital learner.

**Thing 17 – Open Educational Resources (OER)**

In this thing you’ll learn about Open Educational Resources (OER). OER are free resources that have been made available for others to use, share and adapt to support learning.

**Open Badge Information**

Open Badge: [SSSC 23 Things Digital - Thing 17: Open Educational Resources](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-thing-17-open-educational-resources/)

Counts towards: [SSSC 23 Things Digital - Resource Hunter](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-resource-hunter/)

**Introduction**

OER are part of a worldwide movement to promote and support sustainable educational development. OER take many forms – they can be presentations, modules, entire courses, text documents, videos, graphics, sound and much more.

**Instructions**

a) SSSC OER.

We have created several OER and host these on [the Learning Zone](http://learningzone.workforcesolutions.sssc.uk.com/course/view.php?id=58). We licence all SSSC OER, including 23 Things, under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/). This licence means that anyone can share and/or adapt the material in the OER for any purpose, even commercially. The only requirement is that you give appropriate credit to the SSSC, provide a link and indicate any changes you made.

Watch the following video which explains how the SSSC is working with OER.

<https://player.vimeo.com/video/214142200>

If you can't view the video, try [watching it on YouTube](https://youtu.be/6pt6or3o0CQ).

Browse the [SSSC OER](http://learningzone.workforcesolutions.sssc.uk.com/course/view.php?id=58), download one that is relevant to your practice and explore its material.

b) Finding OER.

There are many OER which are useful to social service workers and employers. For example, the Open University currently offers [Becoming a Critical Social Work Practitioner](http://www.open.edu/openlearn/health-sports-psychology/social-care/social-work/becoming-critical-social-work-practitioner/content-section-0), [Ageing and Disability: Transitions into Residential Care](http://www.open.edu/openlearn/health-sports-psychology/social-care/social-work/ageing-and-disability-transitions-residential-care/content-section-0) and [The Adur Carers Project](http://www.open.edu/openlearn/health-sports-psychology/social-care/the-adur-carers-project/content-section-0). You can access these OER on the Open University’s website or download it in various formats including Word and PDF. You can share, adapt and build upon it under the conditions of the [CC-BY-NC-SA 2.0 UK](https://creativecommons.org/licenses/by-nc-sa/2.0/uk/) licence. This means you or your organisation could decide to build an in-house learning resource based on this Open University material.

The [University of Edinburgh’s Open.Ed](http://open.ed.ac.uk/) website currently hosts [End of life care after a stroke](http://open.ed.ac.uk/end-of-life-care-after-stroke/), an OER developed by [Chest, Heart and Stroke Scotland](https://www.chss.org.uk/) with lots of information and several videos which can help practitioners think about how to have conversations with people who have had a stroke and their families. This material is available under [CC-BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/) licence.

Use the searchable [OER Commons](https://www.oercommons.org/) website to try to find an interesting OER related to your role.

c) Blog.

Write a blog entry reflecting on the idea behind OER and how you might use such resources to support your practice. You should also consider any limitations of OER and why some people oppose this approach to learning.

**Thing 18 – Social Media #2**

Learn more about social media, how your organisation and the SSSC use it.

**Open Badge Information**

Open Badge: [SSSC 23 Things Digital - Thing 18: Social Media #2](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-thing-18-social-media-2/).

Counts towards: [SSSC 23 Things Digital - Social Media Champion](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-social-media-champion/).

**Introduction**

Social media is a great way to communicate with the public and importantly, the people who use or might use your service. It’s becoming increasingly important to think about how your organisation and service uses social media to let people know about what it does.

**Instructions**

a) Read [Social Care Meets Social Media: What's Holding the Sector Back](https://www.theguardian.com/social-care-network/2014/jul/10/social-care-social-media-digital-tools)?

b) Your organisation

Find out what sort of social media presence your own organisation and service has.

Bigger organisations such as local authorities or national charities will almost certainly have accounts on Facebook, Twitter and maybe even a YouTube channel, but does your particular service? If so, how up-to-date and accurate is the content? If your service doesn’t currently have a social media presence, do you think you it should, and on which platforms?

c) The SSSC on social media

Did you know we are on [YouTube](https://www.youtube.com/user/sssctv), [Facebook](https://www.facebook.com/thesssc), [Twitter](https://www.twitter.com/SSSCnews), [Instagram](https://www.instagram.com/ssscnews/) and [AudioBoom](https://audioboom.com/SSSCfm)?

Explore our various social media sites and find a resource or discussion of interest to you.

d) Blog

Write a blog post of at least 100 words reflecting on the above activities. You should include a critical reflection of your own organisation’s social media presence, thinking about what it does well, and where you think it could do better, using links to illustrate where possible. You should also mention which part of the SSSC social media presence you found most useful.

**Thing 19 – Apps #2 – Supporting learning**

Learn about apps which you can use to support your learning.

**Open Badge Information**

Open Badge: [SSSC 23 Things Digital - Thing 19: Apps #2 Supporting Learning](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-thing-19-apps-2/)

Counts towards: [SSSC 23 Things Digital - Digital Learner](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-digital-learner/)

**Introduction**

With so much information available to the digital learner, it can become difficult to organise thoughts, reflections and resources, and this can affect your learning.

Thankfully, there are lots of free resources available to help you manage this.

**Instructions**

a) Note-taking apps.

Note-taking apps such as OneNote, Evernote and SimpleNote provide a great way to help you organise your thoughts, learning, reflections and keep track of projects.

They offer the ability to:

* create notes using typed text or handwriting using a touchscreen device with a stylus
* import photos and pictures from your device and its camera
* put notes on existing documents such as Word or PDF files
* search through all your notes for particular words (even notes taken in your handwriting)
* synchronise across multiple devices, for example tablet, desktop, laptop, smartphone so your notes are always to hand
* easily share notes with others.

Check to see if you already have one of these applications on your tablet, smartphone or laptop and if not, download one to explore some of the functions. Try using it for something simple at first, such as a shopping list and then see if you can access it using a different device.

Try importing some other types of content, such as links to websites, images and video.

b) Coggle.

Mind-mapping is a way of visually representing and structuring your thoughts. Many people, particularly visual learners, find mind maps useful and [Coggle](https://coggle.it/) is a free service provided by Google that allows you to quickly develop maps to help you organise your thoughts. As your maps are stored in [the cloud](http://23digital.sssc.uk.com/?p=51) you’ll be able to access them from any device, at any time.

Visit [Coogle.it](https://coggle.it/) and create a basic mind map on any topic you like. Below is an example of the type of map which someone might create when starting to think about their learning and the 23 Things.

Image link: <http://23digital.sssc.uk.com/wp-content/uploads/2017/05/CoggleExampleFull.png>

A sample mind-map created using Coggle.

**NB It is possible to use Coggle on a smartphone but we recommend you use a desktop/laptop/tablet first as the bigger screen makes it easier to create your maps.**

c) Blog.

Write a blog entry of at least 100 words reflecting on the above activities. You should include a link to, or embed, a picture of your Coggle mind map.

**Thing 20 - Collaboration**

This thing allows you to collaborate on a document with other SSSC 23 Things participants and take part in and set up an online poll.

**Open Badge Information**

Open Badge: [SSSC 23 Things Digital - Thing 20: Collaboration](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-thing-20-collaboration/)

**Introduction**

One of the key factors in the development of the internet is the shift from people merely accessing, reading or listening to content, to interacting, creating, collaborating on and sharing content. Developing your digital capabilities in a way that allows you collaborate with others is becoming more and more important.

**Instructions**

a) Contribute to a shared document.

Choose one of the following collaboration platforms and make a contribution to the shared document. The purpose of these documents is to build a bank of advice for future 23 Things participants.

* [Padlet](https://padlet.com/) – Padlet is an application that allows people to easily express their thoughts on a common topic. It works like an online sheet of paper where people can put any content (for example, images, videos, documents, text) anywhere on the page, together with anyone, from any device. To ask for access to the shared Padlet, please email [sssclearningtech@sssc.uk.com](mailto:sssclearningtech@sssc.uk.com) with the subject line ‘23 Things Padlet’ and we’ll send you a link.
* [Google Docs](https://www.google.co.uk/docs/about/) – Google Docs allows documents to be shared, viewed, commented on and edited. To ask for access to the shared Google document, please email [sssclearningtech@sssc.uk.com](mailto:sssclearningtech@sssc.uk.com) with the subject line ‘23 Things GoogleDoc’ and we’ll send you a link.

b) Take part in and set up a poll.

A simple way of encouraging collaboration and online participation is using polls. [Doodle](http://doodle.com/en_GB/) is a simple, free service which allows you to set up polls and schedule meetings with a wide range of people.

Take part in the ‘[Future topics for 23 things](http://doodle.com/poll/pfxyyfq9ve7m97xi)’ poll and vote for the topics you’d like to see us develop more 23 Things resources for.

Next, set up a poll of your own on any subject you like. Invite some people to take part in your poll and see who responds and what the results are. You can [register for a free account with Doodle](https://doodle.com/dashboard?signup=now) to do this or use Twitter if you have an account.

To create a poll in Twitter, simply choose the ‘Add poll’ button where you normally compose the text of your tweet, as shown below.

Image link: <http://23digital.sssc.uk.com/wp-content/uploads/2017/06/TwitterAddPollFullFinalwithCircle.png>

c) Blog.

Write a blog entry of at least 100 words reflecting on the above activities. Your entry should include the advantages and risks you have identified about working collaboratively online and how you found the process of setting up a simple poll. If you want to you can post a link to your poll so other 23 Things participants can take part.

**Optional**

d) Wikipedia / Wikimedia.

The Wikimedia Foundation is the non-profit organisation that supports and operates Wikipedia. They also support a wide range of open knowledge projects.

Wikipedia is the best known of these projects and is a free and open encyclopaedia where anyone can view, edit and ask questions. It is edited and written collaboratively by people from all over the world and anyone can edit and contribute.

[Play the Wikipedia Adventure](https://en.wikipedia.org/wiki/Wikipedia:The_Wikipedia_Adventure)

The Wikipedia adventure is a game based tutorial designed to introduce a beginner to editing Wikipedia. The adventure tutorial takes around one hour to complete and you can pause and start it again at any time.

**Thing 21 – Digital legacy**

In this thing, you'll explore the concept of a digital legacy, and what it means for you and the people you support.

**Open Badge Information**

Open Badge: [SSSC 23 Things Digital - Thing 21: Digital Legacy](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-thing-21-digital-legacy/)

**Introduction**

The way information is stored has changed and as a result we need to think about what will happen to our digital identity, the things we have put online, once we die. In the past, a person may have left instructions as to what should happen to personal things, such as photographs, diaries, home videos and other recordings. Many people now store much of this content online. How do we control who has access to what after we die? What will happen to your social media accounts, your blog and any other online accounts you have?

**Instructions**

a) Read the article [Leave a Digital Legacy After Your Death,](https://www.lawsociety.org.uk/news/press-releases/leave-a-digital-legacy-after-your-death-urges-law-society/) published by the Law Society in 2014.

b) Watch the following video, produced by the [Digital Legacy Association](http://digitallegacyassociation.org/).

Video link: <https://player.vimeo.com/video/145039819>

c) Download the Digital Legacy Association’s [Social Media Will Template (Excel file)](http://23things.dgty.uk/wp-content/uploads/2017/02/Digital-Legacy-Association-Social_Media_Will_Template.xlsx)and complete one for yourself. If you can’t access the Excel file, you can preview it at the Digital Legacy Association website.

d) Explore at least one guide from each of three categories below.

**Hardware / device guides**

[Mobile phone guide](http://digitallegacyassociation.org/mobile-phone-guide/)

[Tablet guide](http://digitallegacyassociation.org/tablets-ipad-kindle-etc-guide/)

[Computer / Laptop guide](http://digitallegacyassociation.org/computer-laptop-guide/)

**Social media guides**

[Facebook guide](http://digitallegacyassociation.org/facebook-tutorial/)

[Twitter guide](http://digitallegacyassociation.org/twitter-guide/)

[Instagram guide](http://digitallegacyassociation.org/instagram-guide/)

[Linkedin guide](http://digitallegacyassociation.org/linkedin-guide/)

[Google guide](http://digitallegacyassociation.org/google-guide/)

**Other**

[Website and Blog guide](http://digitallegacyassociation.org/website-guide/)

[Online bank accounts and subscriptions](http://digitallegacyassociation.org/online-bank-accounts-subscriptions/)

e) Blog.

Write a blog post of at least 100 words reflecting on your thoughts about your own digital legacy and how you might advise the people you support or will support in future. If your organisation currently advises the people you support on managing their digital legacy, you should make reference to this.

**Thing 22 – Improving outcomes**

In this thing, you'll be asked to think about how technology can improve outcomes for people who use services.

**Open Badge Information**

Open Badge: [SSSC 23 Things Digital - Thing 22: Improving Outcomes](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-thing-22-improving-outcomes/)

**Introduction**

This thing will help you to think creatively and critically about how technology (both established and emerging) can support improving outcomes for people who use services. Technology-enabled care is an area of growing interest in Scotland and it’s important the workforce understands the implications this may have on practice and learning.

**Instructions**

a) Think about digital technology that you are familiar with (such as email, mobile phones, the internet), and consider how well it is currently used in terms of your practice and your service. What positive impact do you think it has/could have on the outcomes for people who use your service?

b) Consider some digital technology you are less familiar with and consider what opportunities it may present service providers and practitioners with a view to improving outcomes for people who use services. Search online to discover more about developments in technology-enabled care, such as:

the Internet of Things (IoT)

wearable technology

virtual reality

augmented reality

facial recognition

voice recognition.

c) Blog

Write a blog post of at least 100 words reflecting on the above activities. You should make sure you focus on the actual and potential benefits to people who use services, rather than describing the technology itself. You should also consider what barriers might prevent your chosen technologies being used to their full potential and think about how you can work around or remove these barriers.

**Thing 23 – Next steps**

To complete this thing, you must have completed all of the other 22 things.

**Open Badge Information**

Open Badge: [SSSC 23 Things Digital - Thing 23: Next Steps](https://www.badges.sssc.uk.com/badges/sssc-23-things-digital-thing-23-next-steps/)

Counts towards: [SSSC 23 Things Digital - Got the Lot](https://www.badges.sssc.uk.com/badges/sssc-23-things-got-lot/)

**Introduction**

If you’re about to start working on this thing, you’ve come a long way! It’s really important to take the opportunity to reflect upon where you were and how you got to where you are now. But we don’t stop here – this thing is also about planning what you will do next with your digital capabilities.

**Instructions**

Think about your journey through the 23 things, the things you learned, and your thoughts on this approach to learning.

Go back to your self-assessment from Thing 3, and reflect on the scores you gave yourself in terms of capability, confidence and relevance. Where would you score yourself now? Have there been any changes, and if so, think about why.

b) Plan

Use this opportunity to think about what you’d like to do next.

* How will you apply your learning in your practice setting?What further learning needs have you identified?
* Would you recommend a 23 things approach to learning to other social service workers?
* Would you consider developing a 23 things resource for your organisation?

c) Request your evaluation survey by emailing [sssclearningtech@sssc.uk.com](mailto:sssclearningtech@sssc.uk.com) with the subject line ‘23 things survey’.

d) Write a blog post of at least 100 words reflecting on the activities above and the process of working through the 23 things as a whole. Make sure you also set out your plan for what you are going to do next with your digital capabilities.