



### 33. GROUP MANAGEMENT

How to take into consideration participants' slow Internet connection

#### CONTEXT

The general context is distance or hybrid learning and teaching in adult education. Sometimes, in distance communication some participants, especially those who live in remote areas, might have to solve the problem of slow Internet connection that can often compromise effective participation. A poor Internet connection can cause low quality audio and video and a delay in interaction.

#### THEORETICAL BASIS

Adults with little familiarity in the use of digital technologies avoid online activities and can thus remain excluded from certain aspects of social life. The moderator can organise personalised help sessions with the participants and/or create mixed-age teams to share their knowledge during the activities. On some occasions, the mobile phone might function better than computers.

#### ACTIVITY IN A NUTSHELL

“Is my Internet connection too slow?” Testing the connection speed through simple exercises and implementing corrective actions to reduce the problem (e.g. a lesson about local traditions and cultural heritage).

## Activity/Solutions

### CONTACT TYPE

Online/hybrid

### TIME NEEDED

30-45 minutes

### NUMBER OF PARTICIPANTS

10-20

### ACTIVITY TYPE

Individual work

### TARGET GROUP

- Adult learners
- Senior learners

### VARIATION OF THE ACTIVITY

The activity is easily adaptable to any kind of lesson and target group.

### Goal

- To permit the participation of seniors and citizens living in remote areas in distance education.
- To tackle the problem of slow Internet connection.

### How to prepare

- Prepare slides to present:
  - a) List of the exercises.
  - b) A list of operations to be performed in case of a slow connection.

### Activity step by step

1. Start with a preliminary exercise (related to the lesson) to be carried out first from a PC and then from a mobile phone:
  - Example 1: Search for and download an assigned image (e.g. "Sulmona Confetto" on Wikipedia – first image at the top right), and send it to the group chat/teacher's email.
  - Example 2: Copy and resend it on the software chat containing a sentence written by the teacher (e.g. "Sulmonese confetti" are also presented as bouquets of colourful flowers), adding the name of the favourite flower and your name and surname.
2. Check how quickly the participants managed to carry out the exercise.
3. In the event of slow connection problems, advise all users to do the following:
  - Restart your modem/router.
  - Test your Internet speed (use one of the suggested online tools for the speed test).
  - If possible, use a wired connection to your computer, or move closer to your Wi-Fi router.
  - Close non-essential teaching apps that might be hogging the bandwidth.
  - Ask your family to refrain from streaming videos or getting on video calls while you're attending remote classes.
  - Call your Internet service provider for a problem solution if necessary.
4. Test again by using a similar exercise.

#### Rules to follow during online courses if slow connection problems persist

1. Use slides that summarise the main points of the lesson.
  2. Schedule short breaks.
  3. Use chat for written forms of interaction, giving enough time for the participants to receive responses.
- If possible, record the lesson so that all participants can rewatch them later.