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This user guide is intended for administrators (responsible for the technical aspects of Typing Pal) as well as for teachers (responsible for overseeing its use). It explains how to create, manage and configure the different types of accounts (administrator, teacher, student). Explore the guide to discover all the features offered by Typing Pal, or consult it from time to time to find the answers to your questions.

First Steps

Start off on the right foot by following these steps:

1. Take a look at our start-up guide for a brief overview of Typing Pal.
2. Learn the basics of a sound typing method.
3. Prepare a training plan.
4. Create student accounts by choosing one of the following three methods that best suits your needs.
   - Account creation by import — Select this method if you want to create all the accounts and groups of a school at one time.
   - Manual addition — Select this method to add one student at a time.
   - Self-registration — Select this method if you already have your groups and you want your students to create their accounts on their own.

Refer to this user guide if you have any questions about Typing Pal's various features.

First Peek

To introduce you to Typing Pal, we suggest you explore the program as though you were a student.

1. Log in to your administrator or teacher account.
2. Make sure you already have at least one group. If not, add one.
3. Use the function Log in as a student to:
   - explore the learning environment and activities.
   - try your hand at a few typing activities.
   - try a game and navigate the student interface.

By familiarizing yourself with Typing Pal from the students' point of view, you'll be able to better guide them when giving your instructions.
Key Concepts

Before delving into this User Guide, make sure you understand the basic notions presented in this chapter.

- **Management Structure**
  - Subscription — A subscription consists of one or more schools.
  - School — Each school includes one or more groups.
  - Group — Groups usually consist of a number student accounts within a class.

- **Accounts**
  - Super Administrator — This account manages the subscription, all the schools it includes and all associated accounts.
  - School Administrator — This account manages a school and all associated accounts.
  - Teacher — This account manages one or more groups and all associated student accounts.
  - Student — This account has some personalization options, depending on the permissions granted to it.

- **Navigation**
  - General Navigation — Learn how to locate what you’re looking for in the main management panel.
  - List Navigation — Learn how to use lists effectively.

- **Searching, Filtering, Sorting and Selecting**
  - Searching — Perform a search in a list.
  - Filtering — Select a subset of criteria.
  - Sorting — Sort the accounts according to the column headings.
  - Selecting — Select accounts using keyboard combinations.
Management Structure

Subscription

A Typing Pal subscription may include one school or several schools. This makes it easier to centrally manage all the schools within a school district. The subscription is identified by a unique Subscription code.

School

A school includes all the groups, along the accounts of the teachers and the students. Each school has a Custom URL to access its login page.

Group

A group is composed of students, usually within the same class. Each group is associated with one teacher who is responsible for it.
Accounts

Super Administrator
The super administrator manages the subscription, all the schools it includes and all associated accounts. He or she is also granted all management privileges. If the subscription includes several schools, the super administrator may decide to delegate the management of each school to a school administrator.

School Administrator
The school administrator manages his or her school, including all the associated accounts. He or she is also granted all management privileges for that school.

Teacher
The teacher manages all the student accounts within his or her groups. He or she is granted most of the management privileges for those groups, as well as for the group's student accounts. Some of these access privileges may be restricted by the school administrator or the super administrator.

Student
The student has a few configuration options depending on the permissions granted by his or her the teacher, the school administrator or the super administrator.
Navigation

General Navigation

The interface’s general navigation layout is the same for all managers (super administrators, school administrators and teachers).

1. **Typing Pal logo** — Select the Typing Pal logo to go to your account’s homepage.
2. **Breadcrumb trail** — Quickly pinpoint the displayed page’s location within the tree view and browse the thread to navigate the directories.
3. **Global search** — Type a name in the global search field and see the list of relevant results appear as you type.
4. **Identifier** — Select the identifier to access your settings or log out.
5. **Tabs** — Navigate through the tabs to access the different sections of each admin level.
6. **Summary** — Edit the information and preferences contained in the summary.

List Navigation

The navigation layout for lists is the same in the **Schools, Teachers, Groups and Students** tabs.
1. **Accounts** — Select the names of the schools, teachers, groups or students contained in the list to access them.
2. **Headings** — Sort the items in ascending or descending order by selecting the column headings.
3. **Filters** — Select the *Filter list* button to display the search box and filters, and then select any that are required.
4. **Add** — Directly access forms allowing you to create schools, teachers, groups or students.
5. **More** — Access all possible options relating to the selected items.
Searching, Filtering, Sorting and Selecting

Use the searching, filtering, sorting and selection features to strategically select the accounts to modify.

Searching

Global Search

Search for any account, group or school from the global search field located to the left of your identifier at the top of the page.

Start typing your request and instantly view suggested results grouped together by category. Click or tap the ⏎ key to go to the record of the selected item. To consult all the search results for a category (Students, Groups, Teachers, Schools, Administrators), click or tap the Display all button.

Search in a List

Select the Filter List button to search through a list, and then type your query in the search box. The following fields are searched as you type:

- Last name
- First name
- Username
- Group
- School name
- Subdomain

Elements corresponding to the search are highlighted in orange as soon as they are found.

Filtering

The filters allow you to select a subset of criteria, refining the search and simplifying the selection of elements. The following filters are available according to the tab selected:

- School
- Teacher
- Group
- Last login
Tip—Selecting the **Filter List** button again will hide and reset all filters.

**Sorting**

Sort the accounts by selecting a column heading.

This feature, along with the careful selection of filters, allows you to efficiently select a group of items. For example, filtering student accounts by login date, then sorting them by date of creation will reveal all of the old, unused accounts that should be deleted.

<table>
<thead>
<tr>
<th>Élève</th>
<th>Nom d’util.,</th>
<th>École</th>
<th>Enseignant</th>
<th>Groupe</th>
<th>Activités</th>
<th>Dernière co...</th>
<th>Création</th>
<th>Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maëlia Turcotte</td>
<td>mturcotte</td>
<td>École des...</td>
<td>Jeremy Morin</td>
<td>Groupe 201</td>
<td>0</td>
<td>2016-03-21</td>
<td>2014-03-19</td>
<td>2014-03-19</td>
</tr>
<tr>
<td>Alexia Bilodeau</td>
<td>abilodeau</td>
<td>École des...</td>
<td>Camille Fortin</td>
<td>Groupe 203</td>
<td>27</td>
<td>2016-07-13</td>
<td>2014-03-31</td>
<td>2014-03-29</td>
</tr>
</tbody>
</table>

**Selecting**

The selection of accounts in a list can be made easier by ticking the first box that appears in the column heading, and by using certain key combinations:

- Tick or untick the first box that appears in the column heading to select or deselect all the accounts. *Hold down the **⇧** key and all the items between the first and second ticked or unticked accounts will be selected or deselected.*
Logging In

This chapter explains how to log in to Typing Pal, which is one of the first steps required to manage accounts or begin training.

- **Login Page**
  - *Access from a Direct URL* — Use the Direct URL of the school or the subscription (Custom URL or Subscription URL) to directly access the login page.
  - *Access from the Homepage* — If you've lost your URL, go to the Homepage school.typingpal.com to recover your Login page.

- **Authentication**
  - *Sign-on with Typing Pal* — This authentication mode works with the user's Username and Password.
  - *Sign-on with Google* — This authentication mode works with the user's Google account.
  - *Sign-on with Office 365* — This authentication mode works with the user's Office 365 account.
  - *Sign-on with Clever* — This authentication mode works with the user's Clever account.

- **Custom URL**
  - Edit your school's Custom URL so that it closely reflects the name of your institution.

- **Codes**
  - *Signup Code* — Use this code to allow students to create their own accounts, provided that the group and teacher accounts have already been created.
  - *Subscription Code* — Retain this code if you are the super administrator, as it serves as a username for your account and as a subscription ID.
  - *School Code* — If you still use this code to identify your school, please note that it has now been replaced by the Custom URL.

- **Sharing Login Information**
  - *Sending Login Information to School Administrators* — If you are a super administrator, email the login information to the school administrators.
  - *Sending Login Information to Teachers* — If you are an administrator, email the login information to the teachers.
  - *Downloading Student Login Information* — Download students' login information in order to give students their login in class.

- **Log In as a Student**
  - Log in as a student to validate, from the student's point of view, any changes made to activities or group settings.
Login Page

The Login page is the gateway for logging in to Typing Pal. You can access it directly from a direct URL or from the homepage.

**Suggestion** — We recommend that you use a direct URL and add it to your navigator's bookmarks. This is the quickest and most efficient way to access the Login page.

### School login page

**Log in**

Maple Ridge School

<table>
<thead>
<tr>
<th>Log in with a Typing Pal account</th>
<th>Or log in with another account</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username</td>
<td>G Log in with Google</td>
</tr>
<tr>
<td>Password</td>
<td>Log in with Office 365</td>
</tr>
<tr>
<td>![Log in button]</td>
<td>Log in with Clever</td>
</tr>
</tbody>
</table>

Forgot your password?

### Subscription login page

**Log in**

<table>
<thead>
<tr>
<th>Log in with a Typing Pal account</th>
<th>Or log in with another account</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTP-HRTZ-5480</td>
<td>G Log in with Google</td>
</tr>
<tr>
<td>Password</td>
<td>Log in with Office 365</td>
</tr>
<tr>
<td>![Log in button]</td>
<td>Log in with Clever</td>
</tr>
</tbody>
</table>

Forgot your password?

## Access from a direct URL

The school's Custom URL

If you are a school administrator, a teacher or a student, you can directly access the Login page from your school's Custom URL. The subdomain of the Custom URL usually corresponds to the name of the school, as in this example for the Elm Valley School: https://elmvalley.typingpal.com.

Once on the Login page, sign in using your Typing Pal account, your Google account, your Office 365 account or your Clever account.

The Subscription URL

If you are a super administrator, you already received an activation email containing the Subscription URL allowing you to access your Login page. If you've misplaced it, you can recreate it by inserting a question mark (?) and the Subscription code after https://admin.typingpal.com/, as in the following example: https://admin.typingpal.com/?TTP-BHND-5096.

Once on the Login page, sign in using your Typing Pal account, your Google account, your Office 365 account or your Clever account.
Access from the *Homepage*

Follow the steps below to access the *Login page* from the *homepage* at `school.typingpal.com`:

1. Click or tap the *Log in* button.
2. Select the product that you would like to log into.
3. Use the search box to enter the following:
   - Your *Subscription code* if you are a *super administrator*;
   - The name of your school if you are a *school administrator*, a *teacher* or a *student*.
4. Then, select your login page from the results displayed.

Once on the *Login page*, sign in using your *Typing Pal account*, your *Google account*, your *Office 365 account* or your *Clever account*.

---

**Tip** — If you cannot find your login page among the five choices provided, add the name of your city after the name of your school to refine your search.

---

**Note** — If you are used to using a *School code*, you can still enter it in the search box to find your login page.

---

**Suggestion** — Administrators should specify a school’s country, region and city from the management tools so that users can find their login page more easily.
Authentication

Once on the Login page, you should see three possible authentication modes:

- **Typing Pal authentication**
  - Login for a School Administrator, a Teacher or a Student — Learn how to log in with a Typing Pal account.
  - Login for a Super Administrator — Learn how to log in with a Typing Pal account.

- **Sign-on with Google**
  - Google Account — Create your Google account if you don't already have one.
  - Link the Google Account to the Typing Pal Account — Link your Google and Typing Pal accounts.
  - Log In with Google — Log in with a single click.
  - Enable Automatic Logout from the Google Account — Enable full logout to prevent the Google session from remaining open.
  - Unlink your Google Account — Unlink your Google and Typing Pal accounts.
  - Blocking Sign-in with a Google Account — Block single sign-on with a Google account.

- **Sign-on with Office 365**
  - Office 365 Account — Create your Office 365 account if you don't already have one.
  - Link the Office 365 Account to the Typing Pal Account — Link your Office 365 and Typing Pal accounts.
  - Log In with Office 365 — Log in with a single click.
  - Enable Automatic Logout from the Office 365 Account — Enable full logout to prevent the Office 365 session from remaining open.
  - Unlink your Office 365 Account — Unlink your Office 365 and Typing Pal accounts.
  - Blocking Sign-in with an Office 365 Account — Block single sign-on with an Office 365 account.

- **Sign-on with Clever**
  - Clever Account — Create your Clever account if you don't already have one.
  - Configure the Typing Pal application in the Clever Portal — Go to Clever’s portal and configure the Typing Pal application.
  - Link the Clever Account to the Typing Pal Account — Link your Clever and Typing Pal accounts.
  - Log In with Clever — Log in with a single click.
  - Unlink your Clever Account — Unlink your Clever and Typing Pal accounts.
  - Blocking Sign-in with a Clever Account — Block single sign-on with a Clever account.
Custom URL

The *Custom URL* allows a school administrator, teacher or student to directly access the school’s *Login page*.

This URL is usually created at the same time as the school account; however you can edit it if you are a super administrator or a school administrator:

1. Access the *Information* panel by clicking or tapping the *Edit* button in the *School summary*.
2. Edit the subdomain of your *Custom URL*.
3. Save the change.

**Tip** — If you edit the *Custom URL* during the year, after the teachers and students have already begun to use Typing Pal, be sure to give them the new version as soon as possible.

**Note** — For all *school accounts created before July 4, 2016*, the subdomain of the *Custom URL* is automatically generated from the *School code*. This subdomain can still be edited.
Codes

Signup Code

Students can enter this code into the registration form and create their own account. In this way, you can delegate to students the task of creating their account. The Signup code is displayed in the School summary and in the Teacher summary.

Subscription Code

This code acts as a subscription ID. It consists of 11 characters and always begins with TTP, followed by four letters and four numbers (e.g. TTP-ACDB-4213). Together with a password, it allows the super administrator to log in. The Subscription code is displayed in the Subscription summary and in the School summary.

School Code

This code acts as a school’s unique identifier. It allows administrators, teachers or students to identify their school and connect to their account. It consists of eight alphanumeric characters (e.g. DS22JKYM). If there is one, it is displayed in the School summary and in the Teacher summary.

Warning — The Custom URL subdomain replaces the School code for all school accounts created after July 4, 2016.
Sharing Login Information

If you need to share login information to the accounts you manage, use one of the following methods.

Sending Login Information to School Administrators

1. In the Schools tab, select the schools associated with the administrators to whom you want to send the login information.
2. From the More menu, select the option Send login information.
3. Confirm that you have read the message, and then click or tap the Send button.

Sending Login Information to Teachers

1. In the Teachers tab, select the teacher accounts to which you want to send the login information.
2. From the More menu, select the option Send login information.
3. Confirm that you have read the message, and then press the Send button.

Downloading Student Login Information

Procedure

1. In the Students tab, select the student accounts to which you want to send login information.
2. From the More menu, choose Download login information.
3. Choose the file format to which you want to download (Excel or CSV).
4. Open the downloaded file. It contains the following data:
5. Use your preferred method to share the login information with the students.

Temporary password

To ensure optimal security, current passwords cannot be downloaded. You can, however, download temporary passwords to allow students to choose their own passwords.

Temporary passwords are only valid for 10 days, but new ones can be generated if need be.

**Suggestion** — Ask your students to choose a password containing at least three words or a short sentence (without spaces) that is easy to remember. The strength of a password is better measured by its length than by its complexity.

**Tip** — If you’re absolutely sure you want your students to use their administrator-imported passwords, you can ask the administrator to send you the part of the import file that contains them.
Log In as a Student

Log in as a student to validate from the student's point of view any changes made to activities or group settings.

Here's how to use Typing Pal as though you were a student:

1. Go to the **Group summary** you want to test.
2. In the menu of the **More** button, select the option **Log in as a student**.

You will then be redirected to the home page of your own student account.
Management

This chapter presents everything you need to know about Typing Pal’s management tools.

- **Schools Management**
  - Adding a School — If your subscription allows it, add a school to the list of schools you administer.
  - Default Keyboard — Set the type of default keyboard for your school.
  - Location — Specify your school’s location and its time zone.

- **School Administrators Management**
  - Adding a School Administrator Account — Add a school administrator account to delegate to it the management of a school’s accounts.
  - Editing or Deleting a School Administrator Account — Edit or delete the account of a school administrator.

- **Teachers Management**
  - Adding a Teacher Account — Add a teacher account.
  - Editing or Deleting a Teacher Account — Edit or delete a teacher account.
  - Granting Access to Teachers — Determine whether a teacher can access all groups in a school or only his or her own groups.

- **Groups Management**
  - Adding a Group — Add a group manually or several groups at a time by importing a list.
  - Editing a Group — Edit the name of a group, its description, its teacher or its welcome message.
  - Deleting a Group — Delete a group along with the student accounts it contains or move them to another group in a single operation.
  - Live Supervision — See your students’ activity in real time from a dynamic new dashboard.

- **Students Management**
  - Adding a Student Account — Choose from three methods to add student accounts.
  - Editing or Deleting a Student Account — Edit or delete a student account.
  - Moving a Student Account from One Group to Another — Move a student account from one group to another or from one school to another.
  - Editing Student Permissions — Edit student permissions to block or grant access to certain features.
  - Automatic Deletion of Inactive Accounts — Disable the automatic deletion of inactive student accounts.

- **Export**
  - Export a list of students, groups, teachers or schools to archive certain information or prepare an update by using the import feature.

- **Account Creation by Import**:
  - Excel and CSV Templates — Download template files in Excel or CSV format.
  - Import File for Student Accounts and Groups — Create the file containing the student and group accounts to be imported.
  - Import File for Teacher Accounts and Groups — Create the file containing the teacher and group accounts to be imported.
  - Import File for Schools — If allowed by the subscription, create the file containing the schools and school administrators to be imported.
  - Importing a List of Students, Teachers or Schools — Import the file that will be used to create the accounts, groups, and schools you need.

- **Account Update by Import**
  - Update student accounts by importing an Excel or CSV file.

- **Bulk Edit**
  - Bulk edit the settings or options for a set of accounts, groups or schools.
Schools Management

Managing schools can only be done by a super administrator or a school administrator.

Adding a School

If an organization such as a school board acquires a subscription for all its educational institutions, the super administrator will be able to add schools. Otherwise, this option is hidden.

If allowed by the subscription, schools can be added in two ways:

- From the Schools tab, click or tap the Add a school button and fill out the form that appears.
- From the Import tab, import an Excel or CSV file containing all the settings.

Default Keyboard

There are many types of keyboards that vary according to the platform, the keyboard language and the layout of the keys.

Set your school’s default keyboard type by selecting the appropriate options in the Information panel of the School summary.

If students have a different type of keyboard at home, they will be able to configure it themselves in the Language and keyboard section of their Settings.

Location

Indicate the location of a school by specifying the country, region, city, and time zone in the Location panel of the School summary.

In this way, if users have lost their Custom URL, it will be easier for them to find their school’s Login page when using our school search tool.

Furthermore, the exact time registered for an activity will correspond precisely to the time at which the activity was completed.
School Administrators Management

Managing school administrators’ accounts can only be done by a super administrator or a school administrator.

Adding a School Administrator

The super administrator has the option of delegating the management of a school to a single school administrator.

Adding a school administrator can be done in three different ways:

- In the Add School form, check the box Add an administrator to this school and fill in the fields that appear.
- From the Import tab, import a CSV or Excel file containing all the settings.
- From the Information panel in the School summary, check the box Add an administrator to this school and fill in the fields that appear.

Editing or Deleting a School Administrator Account

The school administrator’s account information appears in the School summary.

Click or tap the Edit button to update the school administrator’s information, change the password, or delete the account.
Teachers Management

Managing teacher accounts can only be done by a super administrator or a school administrator.

Adding a Teacher

Adding a teacher can be done in two different ways:

- From the Import tab, import a CSV or Excel file containing all the settings.
- From the Teachers tab, click or tap the Add a teacher button and fill in the fields of the form that appears.

Editing or Deleting a Teacher Account

The information for the account appears in the Teacher summary. Click or tap the Edit button to update the teacher’s account information or change the password.

To delete the teacher, select his or her account from the list of teachers or display the account summary, and then select the delete option from the menu of the More button.

Note — After a deletion, one or more groups may no longer have an assigned teacher. If this happens, go to the Group summary to choose another teacher to assign to the group.

Editing a Teacher’s Access Permissions

An administrator can determine whether a teacher can access all groups in a school or only his or her own groups. Choose the appropriate option in the Add Teacher form.

For an existing teacher, edit the group access permissions from the Access panel in the Teacher summary.
Groups Management

Groups are made up of a set of student accounts, usually students belonging to the same class. A group can only be assigned to one teacher, but a teacher can access and manage several groups.

Adding a Group

Adding a group can be done in two different ways:

- From the Groups tab, click or tap the Add group button and fill in the fields of the form.
- From the Import tab, import a CSV or Excel file containing all the accounts associated with the groups you want to create.

Editing a Group

The Targets and Grades are part of the group’s settings which are explained in the Training chapter.

Otherwise, in the Group summary, click or tap the Edit button to update the group’s general information:

- Group name — The name serves to identify the group.
- Description — The optional description specifies the nature of the group.
- Assigned teacher — Each group is assigned a teacher to whom an administrator has delegated management responsibilities.
- Welcome message to students — The teacher can write a personalized message that will appear on the students’ homepage when they log in to their account.

Removing a Group
To remove a group, select its account from the list of groups or display the *Group summary*, and then select the delete option from the menu of the *More* button.

If the group contains student accounts, a pop-up window will offer you the choice of removing them or moving them to another group. Select the appropriate option, and then click or tap *Delete* to remove the group.

![Pop-up window showing options to delete or move the group](image)

**Live Supervision**

See your students’ activity in real time from the dynamic dashboard that shows all the student accounts in the *Group summary*.

In this dynamic dashboard, each tile represents a student’s account and shows its status (*Online* or *Offline*) and the activity currently being worked on, if any.

By default, the tiles of all the student accounts are displayed. You can filter them by status by selecting *Online* or *Offline* in the top right corner of the dashboard.
<table>
<thead>
<tr>
<th>Student Accounts</th>
<th>Online</th>
<th>Offline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reanna Allison</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Julian McKenzie</td>
<td></td>
<td>OFFLINE</td>
</tr>
<tr>
<td>John Smith</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laylah Fletcher</td>
<td></td>
<td>INACTIVE</td>
</tr>
<tr>
<td>Gena Moore</td>
<td></td>
<td>MONKEYS IN JEOPARDY</td>
</tr>
<tr>
<td>Kendrick Tennison</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Students Management

Learn how to add student accounts, edit them, remove them, move them to another group or edit their permissions.

Adding a Student Account

Adding a student account is done by importing a list of accounts, manually filling out a form, or by allowing students to create their own accounts.

Import

Refer to the page Account creation by import to learn how to create accounts by importing Excel or CSV files.

Manual addition

From the Students tab or from the Group summary, click or tap the Add Student button and fill in the fields of the form that appears. This is the best method for occasionally adding a single student.

Self-registration

If you already have your groups, here are the steps to follow so that your students can create their accounts on their own:

1. Provide them with their school's Custom URL and Signup code, together with the name of their teacher and their school.
2. Have your students access the Login page using the school's Custom URL.
3. On the Login page, ask them to click or tap the Create an account link at the bottom of the page.
4. In the form that appears, ask them to fill in all the fields, including the Signup code, and to carefully select their teacher and group.

Log in

Elm Valley School

Connect with a Typing Pal account

Username
Password

Log in Remember me

Forgot your password?

Or log in with another account

Log in with Google

New to Typing Pal Create an account.

Editing or Removing a Student Account
The information for the account appears in the *Student summary*. Click or tap the *Edit* button to update the student’s account information or change the password.

To remove the student, select his or her account from the list of students or display the account summary, and then select the remove option from the menu of the *More* button.

**Warning** — Removing a student account permanently deletes all personal information and the results associated with that account. This operation cannot be undone.

### Moving a Student Account from One Group to Another

Moving a student can be done in two different ways:

- Do an *update by using the import feature*. This is the most efficient way to move multiple student accounts between groups in one operation.
- Select the account you want to move from the *Students* tab or by displaying its summary, and then choose the *Move* option in the menu of the *More* button.

**Note** — Only a super administrator can move a student account to a group belonging to another school within the same subscription. This operation can only be performed from the admin interface and not with the *Update by Import* feature.

### Editing Student Permissions

#### Granting access to games

By default, when a new group is created, all students in the group have access to the games.

Disable this option for existing groups by **unchecking** the option *Allow students to access games* in the group’s *Configuration* panel.

#### Changing a password

By default, when a new group is created, the students in the group cannot modify their password on their own.

Enable this feature for existing groups by **checking** the option *Allow students to modify their password* in the group’s *Configuration* panel.

### Automatic Deletion of Inactive Accounts

By default, student accounts are automatically deleted at the end of the school year (June 30) following the school year during which the accounts were last used. This feature improves data security and privacy, in addition to simplifying the management of obsolete accounts.

The super administrator is the only user who can disable the automatic deletion process by unchecking the *Allow automatic deletion of inactive accounts* box from the *Details* panel of the *Subscription summary*.

**Note** — A student only needs to log in once for the account to be considered active until the end of the next school year.
Export

The lists of students, groups, teachers and schools can all be exported in an Excel or CSV file. This feature is particularly useful for student accounts, because the exported file can be edited and then re-imported to update the accounts.

Exporting a List of Students, Groups, Teachers or Schools

Here are the steps to follow in order to export a list of students, groups, teachers, and schools:

1. Click or tap the tab corresponding to the information you want to export (Schools, Teachers, Groups or Students).
2. Choose the Export ... option in the menu of the More button.
3. Select the file format (Excel or CSV).
4. Click or tap the Export button to start downloading the file.

Note — The number and nature of the columns of information will vary depending on the list from which you are exporting. For example, if you are exporting a list of student accounts from a group’s Students tab, the Group and the Custom subdomain columns will not be included.
Account Creation by Import

Importing allows you to upload Excel and CSV files in order to create different types of new accounts. This feature is only available to administrators.

If you wish to update existing accounts, please refer to the Account Update by Import section.

Excel and CSV Templates

Download the Excel and CSV templates or get them from the Import tab.

Note — You can change the order of the columns but you can’t change the names of the headings, because the system relies on the name of each column to determine the nature of the content of the cells in that column.

Creating the Import File for Student Accounts and Groups

The import file for creating student accounts must be composed of the following eight column headings:

- **Student ID (optional)** — If used, this field must only contain alphanumeric characters. You can enter the unique identifier that you use in your own internal management system.
- **Student's first name** — This field must only contain alphanumeric characters.
- **Student's last name** — This field must only contain alphanumeric characters.
- **Username** — This field must contain between 3 and 20 alphanumeric characters. Usernames within the same school must be unique.
- **Password** — This field must contain between 5 and 20 alphanumeric characters or the special characters (-._!#$%&*():;.,).
- **Email (optional)** — If used, this field must be an email address that is only used to recover a forgotten password or to transmit login information.
- **Group** — This field must only contain alphanumeric characters; it generally corresponds to the name of the student’s class. If the name provided for a group does not yet exist, a new group will be created.
- **Custom subdomain** — This field must contain the subdomain of the school’s Custom URL. For example, myschool is the subdomain of the following URL: http://myschool.typingpal.com.

Note — The **Custom subdomain** column is of no use or is absent from the templates if you import the file from the school’s Import tab.

Creating the Import File for Teacher Accounts and Groups

The import file to create teacher and group accounts must be composed of the following seven column headings:

Example
A. **Teacher’s first name** — This field must only contain alphanumeric characters.
B. **Teacher’s last name** — This field must only contain alphanumeric characters.
C. **Username** — This field must contain between 3 and 20 alphanumeric characters. Usernames within the same school must be unique.
D. **Password** — This field must contain between 5 and 20 alphanumeric characters or the special characters (._!@#$%&* ():;,.).
E. **Email** — This field must contain an email address.
F. **Group** — This field must be composed of alphanumeric characters which generally correspond to the name of the teacher’s classes. If a teacher has several groups, repeat the information on several lines, changing only the name of the groups (see example above). If the name provided for a group does not yet exist, a new group will be created.
G. **Custom subdomain** — This field must contain the subdomain of the school’s Custom URL. For example, myschool is the subdomain of the following URL: http://myschool.typingpal.com.

**Note**— The **Custom subdomain** column is of no use or is absent from the templates if you import the file from the school’s Import tab.

### Creating the Import File for Schools

If an organization such as a school board acquires a subscription for all its educational institutions, the super administrator can use the import feature to add school accounts. Otherwise, the option and the template are hidden.

The import file to create schools and their school administrators must be composed of the following nine column headings:

![Example](image)

A. **School name** — This field must only contain alphanumeric characters.
B. **Custom subdomain** — This field must contain the subdomain of the school’s Custom URL. For example, myschool is the subdomain of the following URL: http://myschool.typingpal.com.
C. **Signup code** — This field must only contain alphanumeric characters. This code can be used by the students to register themselves.
D. **Administrator’s first name** — This field must only contain alphanumeric characters.
E. **Administrator’s last name** — This field must only contain alphanumeric characters.
F. **Username** — This field must contain between 3 and 20 alphanumeric characters. Usernames within the same school must be unique.
G. **Password** — This field must contain between 5 and 20 alphanumeric characters or the special characters (._!@#$%&* ():;,.).
H. **Email** — This field must contain an email address.
I. **Phone Number** — This field must only contain alphanumeric characters.

**Note** — To create a school without an administrator, leave columns D to I empty.

### Importing a List of Students, Teachers or Schools

Once your import file is ready, follow the steps below to upload your data:

1. Import the file from the *Import* tab, choosing the type of data to be imported. You can also choose the *Import ...* option from the menu of the More button on the *Students, Teachers or Schools* tab.
2. Validate the operations that will be carried out in the *File preview* window, then click or tap the *Process data* button and wait for the confirmation window.
Account Update by Import

The import feature allows you to upload Excel or CSV files in order to update student accounts. Only administrators can add, edit, delete or move accounts. They can do so with a single file in just one operation.

General Procedure

1. Export the list of accounts that you want to update.
2. Edit the information in the exported file. Refer to the tables showing the information that can or cannot be edited for students, teachers or school administrators.
3. Import the updated file from the Import tab or by selecting the Import… option from the More button's menu in the Students, Teachers or Schools tab.
4. Validate the operations that will be carried out in the File preview window, then click or tap Process data and wait for the confirmation window.

Assigning a Teacher to Several Groups

Assign a teacher to several groups by entering the names of the groups, separated by commas (,), in the corresponding cell in the Groups column.

Note — If the name of the group contains a comma (,), add a backslash (\) before the comma.

Deleting Accounts

To delete accounts when updating by import, enter yes or 1 in cells of the Delete? column.

To not delete an account, leave the cells empty.

Note — To not delete an account, you can also enter no or 0 in the cells of the Delete? column.

Warning — Deleting an account permanently removes all personal information and any results associated with that account. This operation cannot be undone.

Editable and Non-editable Information

When using the import feature to update accounts, you can only edit certain types of information. Refer to the following table to know which column headings can and cannot be edited.

Student Accounts

<table>
<thead>
<tr>
<th>Editable</th>
<th>Non-editable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID (optional)</td>
<td>School</td>
</tr>
<tr>
<td>Student’s first name</td>
<td>Teacher’s first name</td>
</tr>
<tr>
<td>Student’s last name</td>
<td>Teacher’s last name</td>
</tr>
<tr>
<td>Username</td>
<td>Completed activities</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>New password</td>
<td>Last login</td>
</tr>
<tr>
<td>Email address</td>
<td>Edited</td>
</tr>
<tr>
<td>Group</td>
<td>Typing Pal student ID (optional)</td>
</tr>
<tr>
<td>Custom subdomain</td>
<td></td>
</tr>
<tr>
<td>Delete?</td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Accounts**

<table>
<thead>
<tr>
<th><strong>Editable</strong></th>
<th><strong>Non-editable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s first name</td>
<td>School</td>
</tr>
<tr>
<td>Teacher’s last name</td>
<td>Number of groups</td>
</tr>
<tr>
<td>Username</td>
<td>Number of students</td>
</tr>
<tr>
<td>New password</td>
<td>Last login</td>
</tr>
<tr>
<td>Email address</td>
<td>Edited</td>
</tr>
<tr>
<td>Groups</td>
<td>Typing Pal teacher ID</td>
</tr>
<tr>
<td>Custom subdomain</td>
<td></td>
</tr>
<tr>
<td>Delete?</td>
<td></td>
</tr>
</tbody>
</table>

**School Administrator Accounts**

<table>
<thead>
<tr>
<th><strong>Editable</strong></th>
<th><strong>Non-editable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>School name</td>
<td>Number of groups</td>
</tr>
<tr>
<td>Custom subdomain</td>
<td>Number of teachers</td>
</tr>
<tr>
<td>Signup code</td>
<td>Number of students</td>
</tr>
<tr>
<td>Administrator's first and last name</td>
<td>Edited</td>
</tr>
<tr>
<td>Username</td>
<td>Typing Pal school ID</td>
</tr>
<tr>
<td>New password</td>
<td></td>
</tr>
<tr>
<td>Email address</td>
<td></td>
</tr>
<tr>
<td>Phone number</td>
<td></td>
</tr>
<tr>
<td>Delete?</td>
<td></td>
</tr>
</tbody>
</table>

**Note** — The number and nature of the information columns will vary depending on the list from which you are exporting. For example, if you are exporting a list of student accounts from a group’s Students tab, the Group and the Custom subdomain columns will not be included.
Editing From an External List

You can use a list of student accounts from your own database to update or delete Typing Pal accounts if you bypass the default account identification system, which uses the *Typing Pal student ID* or the *Student ID*.

**Warning** — If you do not use *Student IDs* or *Typing Pal student IDs*, make sure no two student accounts have the same username. *Student IDs* and *Typing Pal Student IDs* are both unique identifiers specifically meant to prevent another student account from being updated as a result of importing a new student account with the same username.

After making sure every student account has a unique username, perform the following steps:

1. Tick the *Allow existing accounts to be updated or deleted by username* option in the **Import** section of the **My settings** tab.
2. Delete the *Typing Pal student ID* column from the import file to force the system to identify accounts by *Student ID* or *Username*, in that respective order.
3. Import your file to update the accounts.

Unsupported Elements

- **The Excel file must not contain functions.** If you were planning on creating passwords using an Excel formula to generate random numbers, we suggest doing so in another Excel file instead. You can then copy the cell value and paste it in the file you want to export by selecting `Edit > Paste Special...` and choosing the option to paste *Values*.

- **The columns in a CSV file cannot be separated by a tab character.** The only delimiters supported in a CSV file are commas and semicolons.

- **You cannot use the import feature to move a student account to another school.** Moving a student account to a group belonging to another school can only be done from the admin interface, not by using the *Update by Import* feature.
Bulk Edit

Bulk editing allows you to apply settings or options to multiple accounts, groups and schools. You can thereby edit several groups' learning environment at once or even set a new speed target for half the students in a group.

General Procedure

1. Go to the item list you want to edit by clicking on the *Schools, Teachers, Groups* or *Students* tab.
2. Select all the items by checking the first box or select a sub-set of items by checking their corresponding boxes.
3. Choose the *Edit...* option from the *More* button's menu.
4. In the pop-up window, edit the settings and options to your liking, then click *Edit* to apply them to the selected items.

Options Status

When a box is checked, the corresponding option will be active on all selected items. When it is unchecked, it will be inactive on those items. When the box contains a horizontal bar, it will only be active on certain items.

Cancelling Edits

A back arrow is displayed whenever you edit a setting or option. Click it to cancel the edit and revert to the previous configuration. However, once you have clicked *Edit*, your changes are applied immediately and the previous configuration is lost.
Training

This chapter describes the different training activities and the tools you need to customize them.

- **Age groups**
  - **Selecting an age group** — Select the most appropriate age group for your students.

- **Targets**
  - **Unit of Measure for Speed** — Choose to measure typing speed in words per minute or characters per minute.
  - **Targets** — Set targets that best suit your students, according to their age or curriculum.

- **Preparation**
  - **Basic Advice** — Have your students watch a short video showing the seven principles to follow in order to rapidly learn how to type effectively.
  - **Initial Test** — Have your students complete the initial test in order to have a benchmark against which to measure their progress.

- **Exercises and Tests**
  - **Accessing the Exercises and Tests** — Access the list of exercises and tests in order to configure them.
  - **Order of Exercises and Tests** — Choose a sequence of activities in the proposed order or a sequence in no particular order.
  - **Locking Exercises and Tests** — Lock exercises and tests to prevent students from accessing them before the time is right.

- **Improvement Activities**
  - Have your students complete the training exercises as often as possible so that they improve their typing of certain characters or train the fingers that need more practice.

- **Texts**
  - **Assigning a Collection of Texts to a Group** — Assign a collection of texts to a group.
  - **Accessing the Collections of Texts** — Access the collections of texts to edit them or add a new one.
  - **Adding a Collection of Texts** — Add a new collection of texts that can include as many texts as you want.
  - **Editing a Collection of Texts** — Edit your text collections to suit your needs.

- **Games**
  - **Accessing Games** — Encourage your students to access the games from the *Move on* tab.
  - **Monkeys in Jeopardy** — Have a look at this game, which consists of typing series of characters in order to extend a life-saving vine to monkeys that are threatened by a storm.
  - **Cosmik Ball** — Have a look at this game, which involves typing single characters in order to keep a cosmic ball captive.
  - **Characters to Type** — Ask your students to select the area of the keyboard containing the characters they would like to type more easily.
  - **Difficulty Levels** — Suggest that your students select the level of difficulty that is most challenging for them.
  - **Top Players** — Remind your students to consult the various top players lists if they want to compete against the other students in the class.
  - **Granting Access to Games** — Restrict access to the games.
Age Groups

The working environment in Typing Pal is visually appropriate for all ages. However, you have the option to specify the age group of your students so that the content they see is tailored accordingly.

Select your students’ age group by going to the Configuration panel of the Group summary.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Text Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 to 11 years</td>
<td>Relatively short and of a moderate difficulty level.</td>
</tr>
<tr>
<td>12 to 16 years</td>
<td>Of average length and of an intermediate difficulty level.</td>
</tr>
<tr>
<td>17 years and older</td>
<td>Fairly long and of an advanced difficulty level.</td>
</tr>
</tbody>
</table>
Targets

Choose the speed and accuracy targets for your entire group based on your training program and your students’ abilities. You can always adjust these during the year to enhance the challenge or adapt the targets to the needs of certain atypical students.

Unit of Measure for Speed

Typing speed can be calculated in *Words per minute* (wpm) or *Characters per minute* (cpm).

Select the unit of measure for speed in the *Targets* panel of the *Group summary*.

Tip — The choice of the unit of measure for groups does not affect your display settings. Thus, even if the groups do not all use the same unit of measure, your statistical reports will still be consistent.

Targets

Setting the Right Targets

We suggest three levels of targets, but you can modify them according to the strengths of your students and the requirements of your teaching program.

<table>
<thead>
<tr>
<th>Beginner (6 to 11 years)</th>
<th>Beginner (12 to 16 years)</th>
<th>Beginner (17 years and older)</th>
<th>Intermediate</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 wpm</td>
<td>30 wpm</td>
<td>45 wpm</td>
<td>+10 wpm</td>
<td>+20 wpm</td>
</tr>
<tr>
<td>75 cpm</td>
<td>150 cpm</td>
<td>225 cpm</td>
<td>+50 cpm</td>
<td>+100 cpm</td>
</tr>
<tr>
<td>80% accuracy</td>
<td>85% accuracy</td>
<td>90% accuracy</td>
<td>+5% accuracy</td>
<td>+10% accuracy</td>
</tr>
</tbody>
</table>
**Note** — Speed targets are based on what students should be expected to achieve by the end of their training. **Typing Pal** will automatically adjust the speed target for each exercise, so that students have a reasonable challenge throughout the course.

**Advice** — Have your students complete the *Initial test* to evaluate their level, and then adjust the targets, especially if some students have nearly achieved the desired performance already.

### Setting Targets for a Group

Set the speed and accuracy targets for a group in the *Targets* panel of the *Group summary*.

To apply these changes to all accounts already in the group, check the box *Apply to existing students in the group* before saving the changes.

To ensure that these changes are reflected in the appearance of the exercise icons and indicate whether the activity has been successfully completed, check the box *Adapt existing scores to current targets* before saving the changes.

### Setting Targets for Individual Students

If a student requires personalized performance targets, give him or her a challenge that’s up to their abilities. Set their speed target using the *Targets* panel in the *Student summary* of each student’s account.

**Tip** — If your students have achieved their performance targets and completed all the exercises, offer them a new challenge by substantially increasing the speed and accuracy targets. Don’t forget to check the boxes *Apply to existing students in the group* and *Adapt existing scores to current targets* before saving the changes.
Allowing Students to Edit their Speed Target

If you think that your students should determine their own speed targets as they progress, check the boxes *Can be changed by students* in the *Targets* panel of the *Group summary*. 
Preparation

Basic Advice

Have your students check the *Basic advice* section to discover the *7 Keys to Success*, a compendium of best practices for learning how to type quickly under the right conditions.

---

7 Keys to Success

in Learning to Type!
At the beginning of the course, ask your students to type the text in the *Initial test,* even if they don’t yet have the right typing technique. Note that they can only do this once.

Keep the results of this test; they will allow you to evaluate the students’ progress, in particular by comparing them to the students’ results on the final test. **Since both tests are identical, this will give you an accurate indication of their progress.**
Exercises and Tests [Improvement]

The exercises have been designed to introduce new keys gradually, repeating them often at the outset, then alternating with other keys that have already appeared in previous exercises.

Words, composed solely of letters already practiced, are then introduced randomly to more closely represent real-world typing. The tests at the end of each step are structured similarly to the exercises, focusing mainly on the keys practiced during the step.

The final steps are dedicated to one type of exercise: drills. In these activities, students type some of the most common character sequences in English multiple times. This helps develop muscle memory and makes typing even quicker and more efficient.

As for the tests at the end of the Final step, they consist entirely of texts.

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Words</th>
<th>Test</th>
<th>Drill</th>
<th>Timed test</th>
<th>Final test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Accessing the Exercises and Tests

To set the order of the exercises and tests and to determine which will be available, go to the Activities tab.

Tip — Click or tap the Try it button to the right of an activity to display the specific targets to be reached and to assess its level of difficulty.

Order of Exercises and Tests

The order of the exercises and tests is determined by the following two options:

- The recommended order — Students must complete an exercise before they can move on to the next.
- Any order — Students can practice with any exercise, even if they decide to skip several.
Locking Exercises and Tests

To prevent students from doing an exercise or test before the time is right, lock it by deselecting it in the list of the `Activities` tab. A gray padlock will then be displayed with that exercise or test in the student account interface.
Improvement Activities

The improvement activities are automatically generated by Typing Pal's algorithm, which analyzes the student's typing and detects which characters or fingers need more practice.

Note — Improvement activities become available once a student has completed exercises with at least 8 different characters.

Students can then choose to improve their accuracy, speed, or both, depending on their specific needs.

Typing Pal will then suggest activities to improve the student’s typing of certain characters, or even for certain fingers that are not performing as well as the others.
Advice — Suggest that your students do the improvement activities as soon as they experience any difficulties or fail an activity. Remind them that these exercises were created specifically for them!
Texts

Once the students have practiced typing all the keys with all their fingers, encourage them to further improve by typing the texts in the Move on tab of their account. After they finish these texts, change text collections or add a new collection with your own texts!

The texts give students an opportunity to practice with complete words and sentences in a context that is more natural, without pressure.

Advice — Tell your students that the texts in the Move on section do not have stringent speed and accuracy targets. However, they can still take up the challenge of earning a golden icon by typing without making any errors.

Assigning a Collection of Texts to a Group

Assign a collection of texts to a group by selecting it in the menu listing all the available collections in the Activities tab.

Accessing the Collections of Texts

In the Activities tab, click or tap the Collections of texts section to display the collections so that you can edit them or add a new one.

Note — You can select another collection of texts at any time. Such changes do not affect the statistical reports, which will continue displaying results from any previous collections.
Adding a New Collection of Texts

The three default collections of texts cannot be modified, but you can add an original collection by clicking or tapping the *Add* button in the *Collections of texts* section.

The new collection can either be blank or based on a template chosen from the *New collection* window.

Then, *assign the collection of texts* to your group.

![New collection window](image)

**Note** — A school’s collections of texts can be accessed and edited by all of that school’s teachers.

Editing a Collection of Texts

Add, rename, reorder, or delete texts or sections of text from the *Actions* button.
Tips — The texts are an excellent way of adding unlimited training activities. They also allow you to create activities involving special characters, depending on your needs and your students' abilities. What's more, they allow standardized tests to be shared within a school.
Games

Playing is a great way to learn! Typing Pal’s games offer your students playful and varied learning activities to improve their typing skills by targeting different areas of the keyboard.

Accessing the Games

Students access the games from their Move on tab by clicking or tapping the Games link.

Monkeys in Jeopardy

Scenario: A violent storm is raging in the forest. Carried away by the gusts of wind, the monkeys are falling into the river. Only a vine propelled by correctly typed characters can bring them back to shelter.

Cosmik Ball
Scenario: A cosmic ball, ready to explode, is threatening the galaxy. A spatial octopus has the mission of keeping the ball captive using its tentacles that are equipped with pulsing lasers. A shield armed with correctly typed characters will keep the ball from harming us.

Characters to Type

Students can choose between five game modes, each targeting one or more rows of keyboard characters. In this way, they vary the challenges they face and can perfect certain areas of the keyboard.

Difficulty Levels

Students can choose between three difficulty levels, each presenting a different challenge:
- **Beginner** — The speed barely increases, but then again the points accumulate slowly.
- **Intermediate** — The speed increases gradually and the points accumulate normally.
- **Expert** — The speed increases rapidly, but the points accumulate quickly too.

**Top Players**

Each game mode displays the student’s standing, along with the names of the ten students who recorded the highest scores.

**Granting Access to the Games**

By default, when a new group is created, all of its students have access to the games.

Disable this option for existing groups by unchecking the option *Allow students to access games* in the group’s Configuration panel.
Results

This chapter focuses on the tools you can use to diagnose your students’ difficulties during the course, grade the students and view statistical reports.

- **Video Replay**
  - Video Replay—Use the Video Replay feature to review a recorded activity from beginning to end.
  - Authorizing Access to Video Replay—Determine whether students will have access or not to the video replay of their completed activities.

- **Grading**
  - Including Grades in Statistical Reports—Include grades in the statistical reports based on your students’ performance.
  - Default Values—Consult the table of default values for grades according to the learning environments.

- **Statistical Reports**
  - Criteria for Calculating Averages—Learn how the data selection settings are used for calculating averages.
  - Reports for a School, Group, or Teacher—Manage your statistical reports by targeting the right set of student accounts.
  - Detailed Results—View the detailed results for a particular student.
  - Displaying the Measure Unit of the Results—Display the results in Words per minute or in Characters per minute.
  - Parent Reports—Generate a report for parents to share data on their child’s engagement and performance.

- **Certificate of achievement**
  - Requirements—Learn how students can obtain their prestigious personalized certificate of achievement.
  - Download—Learn how you and your students can download the certificate of achievement.

- **Delete Results**
  - Delete the results of all activities or only those of certain specific categories.
Video Replay

Speed and accuracy give an idea of a student's skill level, but these statistics don't allow you to diagnose the student's difficulties or understand an unusual result.

Use the Video Replay feature to review a recorded activity from beginning to end. Here's how to go about it:

1. On the summary page of a student account, click or tap the Log tab.
2. Click or tap the video clapperboard icon on the right at the end of each activity line.

Authorizing Access to Video Replay

By default, when a new group is created, all the students can view the video replay of their completed activities.

Disable this option for existing groups by unchecking the Allow students to view video replay in the Group Settings panel. The option to consult the video replay will then disappear from the students' interface.
Grading

Use Typing Pal to grade your students’ performance, whatever the grading system you employ.

Including Grades in Statistical Reports

1. In the Group summary, click or tap the Edit button in the Grading section.
2. Check the box Include grading in statistical reports.
3. Select your grading system (letters or numbers) or customize it by adding or editing the levels.
4. Then click or tap Save.

By default, there are five levels to the grading scale. However, more can be added by filling in the empty grade and wpm or cpm boxes.

Each student’s average and that of the group will be now displayed in your statistical reports.

Note — Students will not see their grade in their Activity log. This allows you to adjust your grading system and choose the right time to inform them of their grades.

Default Values

Words per minute (wpm)

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percentage</th>
<th>Super Paws (age 6 to 11)</th>
<th>TGIF (age 12 to 16)</th>
<th>The Office (age 17 and older)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%</td>
<td>15 wpm</td>
<td>30 wpm</td>
<td>45 wpm</td>
</tr>
<tr>
<td>B</td>
<td>80%</td>
<td>12 wpm</td>
<td>24 wpm</td>
<td>36 wpm</td>
</tr>
<tr>
<td>C</td>
<td>70%</td>
<td>9 wpm</td>
<td>18 wpm</td>
<td>27 wpm</td>
</tr>
<tr>
<td>Letter</td>
<td>Percentage</td>
<td>Super Paws (age 6 to 11)</td>
<td>TGIF (age 12 to 16)</td>
<td>The Office (age 17 and older)</td>
</tr>
<tr>
<td>--------</td>
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<td>--------------------------</td>
<td>---------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>A</td>
<td>90%</td>
<td>75 cpm</td>
<td>150 cpm</td>
<td>225 cpm</td>
</tr>
<tr>
<td>B</td>
<td>80%</td>
<td>60 cpm</td>
<td>120 cpm</td>
<td>180 cpm</td>
</tr>
<tr>
<td>C</td>
<td>70%</td>
<td>45 cpm</td>
<td>90 wpm</td>
<td>135 cpm</td>
</tr>
<tr>
<td>D</td>
<td>60%</td>
<td>30 cpm</td>
<td>60 wpm</td>
<td>90 cpm</td>
</tr>
<tr>
<td>Fail</td>
<td>Fail</td>
<td>0–30 cpm</td>
<td>0–55 cpm</td>
<td>0–85 cpm</td>
</tr>
</tbody>
</table>

Characters per minute (cpm)
Students who practice regularly throughout the year will improve their typing skills more quickly. You can evaluate each student's attendance at a glance by checking their daily practice time in a monthly or annual calendar.

The student's activity for the current month is displayed in a monthly calendar which can be viewed from the summary page of their account. Their activity over the past 12 months can be found in the Calendar tab of their account.

The daily practice time is shown through red stickers whose size varies in relation to the duration of the practice. Place your cursor over the circle to see the length of the practice time and the number of activities completed on that day.
Statistical Reports

The statistical reports allow you to track your students' progress and assess their performance.

Criteria for Calculating Averages

The *Statistics* tablet shows all possible criteria for calculating averages before they are exported. The period covered may not exceed one year. By default, the most recent date corresponds to when the last activity was completed.

Averages are calculated based on one of the three following filters:

- **Last result**: Statistics are calculated using the most recent result obtained for each selected activity. All other results for the same activity are ignored.
- **Best result**: Statistics are calculated according to the fastest time for each selected activity. If two results for the same activity show the same speed, the result with the best accuracy will be recorded. If two results for the same activity show the same speed and accuracy, the more recent result will be recorded.
- **All results**: Statistics are calculated using all results for each selected activity.

**Advice**—For a summative evaluation, select only relevant activities, such as the final test and timed tests. The average will then be representative of the performance that the students have actually achieved.

**Note**—Statistics, averages and detailed results vary according to the selected activities (exercises, tests, texts) and the other criteria chosen. Automatic grading (A+, 100 %, Excellent, etc.) can be enabled and configured in the *Grading* panel.

Reports for a School, Group or Teacher

Depending on its location, the *Statistics* tab provides access to different sets of data:

- **School statistics** allow you to export a report on the students in all the groups of a school.
- **Teacher statistics** allow you to display and export a report on the students in all the groups of a particular teacher.
- **Group statistics** allow you to display and export a report on the students in a particular group.

Detailed Results
Detailed student results

To see a student's detailed results, you have two choices:

- **Detailed statistics**: Access a student's detailed statistics and grades, if any, by clicking or tapping his or her name within any report. You will then be given more options allowing you to select the relevant data for calculating the student's average.
- **Student log**: Access all recorded activities from the Log tab of the student's account. This will give you access to the video replays and the data just as the student sees them in his or her account.

Detailed results for multiple students

2. Click or tap the Export... button.
3. For the report type, select the Detailed results option and the file format that you want.
4. Click or tap Export to download the report file.

Displaying the Measure Unit of the Results

1. Access your Settings by clicking or tapping your identifier in the top right of the window.
2. Click or tap the Display section.
3. Select the measure unit in which the results are to be displayed, and then click or tap the Save button.

Report for Parents
Parents are invaluable allies when it comes to encouraging students to persevere. This is why Typing Pal generates a PDF report for parents in order to show parents data on their child’s attendance and performance.

You can generate this report for a single student or for all the students in a group:

1. Go to the Student Summary or the Group Summary page.
2. Select Get report or Get reports from the Actions menu.
Certificate of Achievement

Requirements

When a student passes the final test, Typing Pal automatically generates a personalized certificate of achievement that displays their final speed and accuracy score.

![Certificate of Achievement](image)

**Note** — If a student completes the test multiple times, the certificate of achievement will only display their best score.

Download

A symbol of success and a source of pride, the certificate can be downloaded by students or teachers.

Student download

When a student passes the final test, the certificate’s icon is activated and turns to color. The student just has to click or tap it to download the PDF of the certificate.

Teacher Download

To bulk download the certificates for all the students in a group who passed the final test:

1. Go to the *Group Summary* page.
2. Click or tap *Actions* and select *Get certificates*.
3. Click or tap *Confirm* and find the PDF in your Downloads folder.

To download the certificate of a particular student:

1. Go to the *Student Summary* page.
2. Click *Actions* and then select *Get certificate*. 
Deleting Results

Delete the results of all activities or only those of certain specific categories so that students can repeat the activities as though for the first time.

1. In the Students tab, select one or more student accounts.
2. Choose the option Delete results from the menu of the More button.
3. In the pop-up window, select the type of data you want to delete.
4. Confirm that you are aware that this operation cannot be undone, and then click or tap the Delete results button.

![Image showing the pop-up window with options to delete results and confirmation message]

**Activities**
- Exercises
- Tests
- Initial test
- Intermediate test
- Final test
- Exam
- Game

This operation cannot be undone.

I confirm that I have read and understood the above text.

[Delete results] [Cancel]
Student Interface

This chapter takes a look at the components of the student interface and the display settings that you can control.

- **Student Settings**
  - **Profile** — The student profile contains the student’s choice of avatar as well as his or her identification information.
  - **Coaches** — The student can select a coach from the three that are available.
  - **Language and Keyboard** — The student can change the keyboard layout to match the one he or she uses.
  - **Target** — The speed target may or may not be modified, depending on the option you have chosen.
  - **Authentication** — The authentication section allows an account to be linked to Google or Office 365, depending on the option you have chosen.

- **Avatars**
  - **Choosing an avatar** — The student can choose an avatar from 49 portraits, 30 creatures and 30 neutral photos.
  - **Granting Access to Avatars** — Administrators can block the avatars for all the accounts in a school.

- **Entertaining Animations and Keyboard Viewer**
  - Discover the entertaining animations and the keyboard viewer, two viewing modes that encourage students to look at the screen while typing.

- **Display Options for Activities**
  - **Accessing the Display Options** — Access the display options for your group or show the students how they themselves can access them.
  - **Options** — Consult the list and learn about all the display options.

- **Keyboard Navigation**
  - Learn how students can navigate through the interface using certain keyboard keys.

- **Badges**
  - **Notification** — Learn how the achievement notification system works.
  - **Achievements** — Learn about progress badges, performance badges and mystery badges.

- **Activity Log**
  - **Results** — Students can select the most relevant results and activity types for calculating their average speed and accuracy.
  - **Video Replay** — Students have access to a video replay of the activities recorded in their log.

- **Achievements Panel**
  - Discover the achievements panel showing achievement level, badges collected and stars won, as well as average speed and accuracy.
Student Settings

The student account settings allow students to customize their Typing Pal experience and manage certain settings.

To access the settings, the students must:

1. Click or tap his or her identifier in the top right corner of the window;
2. Select one of the five sections:
   - Profile
   - Coaches
   - Language and keyboard
   - Target
   - Authentication

Profile

Avatars

The student can choose an avatar that corresponds to his or her taste from 49 portraits, 30 creatures and 30 neutral photos.

Email Address

The students can enter his or her email address to recover a lost password.

Password

If this option has been enabled in the Configuration panel of the Group summary, students can change their password.

Coaches

The student can select a coach from the three that are available.

6-11 years

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yuli</td>
<td>Zak</td>
<td>Tofino</td>
</tr>
<tr>
<td><img src="image" alt="Yuli" /></td>
<td><img src="image" alt="Zak" /></td>
<td><img src="image" alt="Tofino" /></td>
</tr>
</tbody>
</table>

12-16 years

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Seb</td>
<td>Mel</td>
<td>Emy et Mat</td>
</tr>
<tr>
<td><img src="image" alt="Seb" /></td>
<td><img src="image" alt="Mel" /></td>
<td><img src="image" alt="Emy et Mat" /></td>
</tr>
</tbody>
</table>
17 years and over

Victor  Julia  Yvanha

Language and Keyboard

There are many types of keyboards depending on the operating system, the language, and the layout of the keys.

By default, the students’ keyboard type in Typing Pal corresponds to the one that was set up for their school. However, it sometimes happens that the school keyboard is different from the one they have at home. In this case, the students can configure the keyboard themselves. The keyboard viewer adjusts to the selected settings in order to help the students choose the right combination of options.

Target

If this option has been enabled for the group, students can change their speed target and unit of measure. They can refer to the table of default values to set themselves a suitable target.

Authentication

If this option has not been disabled in the Information panel of the School summary, students can link their Typing Pal account with those of Google, Office 365 or Clever.
Avatars

The student can choose an avatar that corresponds to his or her taste.

Choosing an Avatar

To choose an avatar, the student must:

1. Click or tap his or her identifier in the top right corner of the window, then choose the option *My settings* in the menu;
2. Select the *Profile* section;
3. Tap on his or her avatar, and then choose a new avatar from among the *30 characters* and *30 neutral pictures*;
4. Click or tap the *Save* button.

Note — Avatars are automatically and randomly assigned to student accounts when they are first created.

Configuring Access to Avatars

By default, students can choose the avatar associated with their identifier. To block this option, uncheck the *Allow students to choose an avatar* option in the *Information* panel of the *School summary*. 
Entertaining Animations and Keyboard Viewer

Typing Pal encourages students to look at the screen while they type. One way of getting them to do this is with the help of an animation panel on the screen that features entertaining animations or a keyboard viewer.

<table>
<thead>
<tr>
<th>Entertaining animations</th>
<th>Keyboard Viewer</th>
</tr>
</thead>
<tbody>
<tr>
<td>easier fur seek</td>
<td>easier fur seek</td>
</tr>
<tr>
<td>surer la us dads</td>
<td>surer la us dads</td>
</tr>
<tr>
<td>elder furs rides</td>
<td></td>
</tr>
</tbody>
</table>

The entertaining animations change according to the keys that are typed, the errors and the final result.

When an error is detected, fingers appear above the keyboard showing the finger that should be used to hit the correct key.

To change the display of the animations panel or to hide it completely, refer to Display options for activities.
Display Options for Activities

The display options allow students to change the configuration of the activities’ interface. The interface can be very minimal or, on the contrary, rich in feedback and information of all kinds. What’s more, students who have difficulty distinguishing certain letters can choose serifed fonts or monospaced characters.

Accessing the Display Options

Students can change the display options by clicking or tapping the Options button just above the typing area in an activity window.

To control the display so that it is uniform for all students in a group, check Manage display options for activities in the group’s Configuration panel. Select the options you want and then click or tap Save.

Options

Here is the list of display options for activities that can change what is displayed in the interface when typing.

**General**

- **Show statistics** — Display the percent accuracy, the number of errors and the real-time speed to the right of the typing area.
  - **Show elapsed time** — Display the elapsed time in seconds and minutes.
  - **Show progress** — Display progress. Click or tap repeatedly on the displayed value to toggle the display mode: progress bar, percentage, characters typed or remaining.
- **Flag errors in the text** — Display the errors in the text by underlining them.
- **Fonts**
  - **Sans serif** — Display a sans-serif font, i.e., without a line projecting from the top or bottom of the main stroke of the letter.
  - **Serif** — Display a serifed font, i.e., with a line projecting from the top or bottom of the main stroke of the letter.
  - **Monospaced** — Display a monospaced font, i.e., where all letters are the same width.
  - **Dyslexia-friendly** — Display a font with more easily distinguishable letters, especially for students with dyslexia.
- **Accept all types of apostrophes and quotation marks** — Allow Typing Pal to recognize the different types of apostrophes and quotation marks when typing. (For example, a straight apostrophe will be accepted for a curly apostrophe [\'].)

**Exercises**

- **Show instructions at the beginning** — Display the targets and the instructions at the start of each activity.
- **Show the animations panel** — Display or do not display the animations panel.
  - **Entertaining animations** — See the Entertaining animations react to right and wrong keystrokes, depending on the context.
  - **Keyboard viewer** — See a keyboard template appear whenever an error is made.
- **Show characters in blocks** — Frame all the characters to be typed in order to equalize the space between each letter.
  - **Briefly show typing errors** — Briefly display each incorrectly typed character.

**Texts**

- **Type the text in a separate area** — Type in a separate area below the text of the exercise, rather than directly in the text.
Keyboard Navigation

Students can use the keys ←, →, tab, ⏎ or esc to navigate through certain menus and to select the functions Watch the replay, Restart and Next activity.

This way, their hands remain in the proper typing position on the keyboard, without using the mouse!
Badges

Notifications

Each time a student obtains a badge, a temporary notification is displayed in the window.

The number of new badges is shown in a small blue circle next to the notification bell. By clicking or tapping the notification bell, a menu appears showing the list of recent notifications.

Each badge shown provides a shortcut to the Badges section, where the student's full collection of badges can be seen.

Badges

Students access the Badges section in the Results tab.

You can also access this section from a student account by clicking or tapping the Badges tab.
Progress badges

Progress badges encourage the students to complete all the activities. The badges related to the texts are exclusive to the three default collections of texts.

<table>
<thead>
<tr>
<th>Badge</th>
<th>Title</th>
<th>How to collect it</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Icon]</td>
<td>Initial test</td>
<td>Complete the initial test.</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Exercises completed</td>
<td>Complete all the exercises.</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Texts completed</td>
<td>Complete all the texts in a collection.</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Games explored</td>
<td>Attempt all the games.</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Step 1 exercises</td>
<td>Complete all the exercises in step 1.</td>
</tr>
<tr>
<td>![Icon]</td>
<td>Step 2 exercises</td>
<td>Complete all the exercises in step 2.</td>
</tr>
<tr>
<td>Step 3 exercises</td>
<td>Complete all the exercises in step 3.</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Step 4 exercises</td>
<td>Complete all the exercises in step 4.</td>
<td></td>
</tr>
<tr>
<td>Step 5 exercises</td>
<td>Complete all the exercises in step 5.</td>
<td></td>
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<tr>
<td>Step 6 exercises</td>
<td>Complete all the exercises in step 6.</td>
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<tr>
<td>Step 7 exercises</td>
<td>Complete all the exercises in step 7.</td>
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<tr>
<td>Step 8 exercises</td>
<td>Complete all the exercises in step 8.</td>
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<tr>
<td>Step 9 exercises</td>
<td>Complete all the exercises in step 9.</td>
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<td>Step 10 exercises</td>
<td>Complete all the exercises in step 10.</td>
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<tr>
<td>Step 11 exercises</td>
<td>Complete all the exercises in step 11.</td>
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<tr>
<td>Step 12 exercises</td>
<td>Complete all the exercises in step 12.</td>
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<tr>
<td>Step 13 exercises</td>
<td>Complete all the exercises in step 13.</td>
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</tbody>
</table>

**User Guide**
<table>
<thead>
<tr>
<th>Section</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 14</td>
<td>Complete all the exercises in step 14.</td>
</tr>
<tr>
<td>Step 15</td>
<td>Complete all the exercises in step 15.</td>
</tr>
<tr>
<td>Step 16</td>
<td>Complete all the exercises in step 16.</td>
</tr>
<tr>
<td>Section 1</td>
<td>Complete all the texts in section 1.</td>
</tr>
<tr>
<td>Section 2</td>
<td>Complete all the texts in section 2.</td>
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<td>Section 3</td>
<td>Complete all the texts in section 3.</td>
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<td>Section 4</td>
<td>Complete all the texts in section 4.</td>
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<td>Section 5</td>
<td>Complete all the texts in section 5.</td>
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<td>Section 6</td>
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<td>Section 7</td>
<td>Complete all the texts in section 7.</td>
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<tr>
<td>Section 8</td>
<td>Complete all the texts in section 8.</td>
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<tr>
<td>Section</td>
<td>Texts</td>
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<tr>
<td>9</td>
<td>Complete all the texts in section 9.</td>
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<tr>
<td>10</td>
<td>Complete all the texts in section 10.</td>
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<td>11</td>
<td>Complete all the texts in section 11.</td>
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<td>12</td>
<td>Complete all the texts in section 12.</td>
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<td>13</td>
<td>Complete all the texts in section 13.</td>
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<td>Complete all the texts in section 14.</td>
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<td>15</td>
<td>Complete all the texts in section 15.</td>
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<td>Complete all the texts in section 16.</td>
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<td>17</td>
<td>Complete all the texts in section 17.</td>
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<td>18</td>
<td>Complete all the texts in section 18.</td>
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<tr>
<td>19</td>
<td>Complete all the texts in section 19.</td>
</tr>
</tbody>
</table>
Performance badges

Performance badges encourage the students to excel to the highest levels of keyboard mastery.

<table>
<thead>
<tr>
<th>Badge</th>
<th>Title</th>
<th>How to collect it</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5 100% exercises</td>
<td>Complete 5 exercises with an accuracy of 100%.</td>
</tr>
<tr>
<td>2</td>
<td>10 100% exercises</td>
<td>Complete 10 exercises with an accuracy of 100%.</td>
</tr>
<tr>
<td>3</td>
<td>15 100% exercises</td>
<td>Complete 15 exercises with an accuracy of 100%.</td>
</tr>
<tr>
<td>4</td>
<td>25 100% exercises</td>
<td>Complete 25 exercises with an accuracy of 100%.</td>
</tr>
<tr>
<td>5</td>
<td>5 100% texts</td>
<td>Complete 5 texts with an accuracy of 100%.</td>
</tr>
<tr>
<td>6</td>
<td>10 100% texts</td>
<td>Complete 10 texts with an accuracy of 100%.</td>
</tr>
<tr>
<td>7</td>
<td>15 100% texts</td>
<td>Complete 15 texts with an accuracy of 100%.</td>
</tr>
<tr>
<td>8</td>
<td>25 100% texts</td>
<td>Complete 25 texts with an accuracy of 100%.</td>
</tr>
<tr>
<td>Badge</td>
<td>Title</td>
<td>How to collect it</td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Cosmik Ball - 500 pts</td>
<td>Score 500 points at Beginner level in the Cosmik Ball game.</td>
<td></td>
</tr>
<tr>
<td>Cosmik Ball - 1000 pts</td>
<td>Score 1000 points at Intermediate level in the Cosmik Ball game.</td>
<td></td>
</tr>
<tr>
<td>Cosmik Ball - 1500 pts</td>
<td>Score 1500 points at Expert level in the Cosmik Ball game.</td>
<td></td>
</tr>
<tr>
<td>Cosmik Ball - 2000 pts</td>
<td>Score 2000 points at Expert level in the Cosmik Ball game.</td>
<td></td>
</tr>
<tr>
<td>Monkeys in Jeopardy- 500 pts</td>
<td>Score 500 points at Beginner level in the Monkey in Jeopardy game.</td>
<td></td>
</tr>
<tr>
<td>Monkeys in Jeopardy- 1000 pts</td>
<td>Score 1000 points at Intermediate level in the Monkey in Jeopardy game.</td>
<td></td>
</tr>
<tr>
<td>Monkeys in Jeopardy- 1500 pts</td>
<td>Score 1500 points at Expert level in the Monkey in Jeopardy game.</td>
<td></td>
</tr>
</tbody>
</table>

**Mystery badges**

The 10 mystery badges encourage the students to explore Typing Pal and try out all of its features. Find out how to collect them from the **Badges** tab in the student account management interface.

<table>
<thead>
<tr>
<th>Badge</th>
<th>Title</th>
<th>How to collect it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mystery Badge</td>
<td></td>
<td>It’s a secret.</td>
</tr>
</tbody>
</table>
Activity Log

Students can track their progress and evaluate their performance using the activity log, accessible via the Results tab.

Note – The period covered may not exceed one year. By default, the most recent date of the period is the date on which the last activity was recorded.

Results

Results Filter

Averages are calculated based on one of the three following filters:

- **Last result**: Statistics are calculated using the most recent result obtained for each selected activity. All other results for the same activity are ignored.
- **Best result**: Statistics are calculated according to the fastest time for each selected activity. If two results for the same activity show the same speed, the result with the best accuracy will be recorded. If two results for the same activity show the same speed and accuracy, the more recent result will be recorded.
- **All results**: Statistics are calculated using all results for each selected activity.

Activities Filter

Students can filter results by checking or unchecking the boxes *Exercises*, *Tests* and *Texts*.

Tip — For the best evaluation of their performance level, students should limit their results filter to texts only. As true activities, these give the most accurate picture.

Video Replay

Speed and accuracy are an indication of skill level, but these statistics don’t always show much nuance. By clicking on the video icon to the right of any activity listed, students can access the video replay to better analyze their performance.
Achievements Panel

Students will be able to access the brand-new achievements panel at any time from their avatar, allowing them to quickly check how far they have come. It will show them a new achievement level, badges collected and stars won, as well as their average speed and accuracy.

Achievement Level

The achievement level takes into account the number of activities completed and the quality of the results, combined into a single percentage. An activity successfully completed within the allotted time is therefore worth double the percentage points of one completed with typing errors.

Average Speed and Accuracy

Average speed and accuracy are displayed in the achievements panel, and are calculated based on all results. However, these statistics do not take into account the filters and activity types selected in the student's activity log.
Badges

Students collect badges by completing all activities and exploring all that Typing Pal has to offer. The percentage indicates how many have been collected compared with how many are available.

Stars

Students win stars by completing an activity within the allotted time and with no errors. By aiming to achieve as many stars as possible, students develop the ability to type accurately and without errors, while also raising their achievement level.

Shortcuts

All the elements in the achievements panel are also shortcuts to the activity log or the list of badges.
Pedagogical resources
Start-Up Guide

PDF-Js: Could not resolve file name 'start-up-guide-2019.pdf'.
Start-Up Guide (PDF)
Typing Method

Learn to Type Efficiently

A good typing method uses all your fingers for fast, error-free typing, without looking at the keyboard. The best way to acquire this fundamental skill is by practicing regularly and following the tips below.

Posture and Work Environment

Your typing performance doesn’t only rely on your fingers; your posture and work environment also play an important role.

Three ergonomic factors require special attention:

1. **Posture** — The ideal posture puts every part of the body in its optimal position. Rest your feet on the floor or on a footrest with your knees bent at a 90° angle. Position your forearms so that the angle of your elbows is between 80° and 160°. Keep your shoulders down and relaxed. Straighten your back and adjust the back of your seat for good lumbar support. Your head should be in line with your torso. Make sure your wrists stay in line with your forearms, either by holding your wrists loosely in the air, or by resting them on a wrist support. Check your posture every 15 minutes and adjust your position when necessary to make sure you are always sitting correctly. If you cannot adjust the furniture in any way, take more frequent breaks.

2. **Screen Distance and Position** — Maintain a distance of 45–70 cm between the screen and your eyes. Ideally, the top of the screen should be at your eye level. When using a laptop, lower your eyes (not your whole head) to look at the screen. Tilt your screen back to an angle of around 15°.

3. **Lighting** — Adjust the lighting of your work environment so that you can easily read documents, and so that you are not blinded by the light from your screen or from the window. If you need to squint your eyes, the lighting is not optimal.

Pay special attention to your posture and the ergonomics of your work environment and make adjustments as soon as you feel uncomfortable.

Make a habit of standing up and stretching every hour. This way, you can avoid any tension in your muscles turning into chronic pain. Finally, take your eyes off the screen every now and then and look at something far away. This will help to avoid eye strain.

The Basic Position

One of the most common positions involves placing the index fingers on the two raised keys \( J \) and \( F \), with the second, third, and fourth fingers on the adjacent keys of the same row, and the thumbs resting on the space bar. This is called the basic position. After each keystroke, return your fingers to their starting point, so that the basic position is maintained for the entire typing session.

To find the basic position without looking at the keyboard, use your index fingers to locate the tactile reference points on keys \( J \) and \( F \). The rest of your fingers will naturally fall into position.

Keyboard Map

The keyboard is sometimes represented by a map of different-colored keys. Each color represents the keys associated with a particular finger.

Keyboard maps vary slightly, but the principle is the same for all of them: each key is associated with one finger only, and all fingers are used for typing, with the hands moving as little as possible.
If, for whatever reason, you are unable to comfortably reach certain keys as shown by the map, you can assign other fingers to those keys. The important thing is to use all your fingers and to make sure that each key only has one finger associated with it.

**Muscle Memory**

If your eyes are on the keyboard while you type, you waste time looking for the correct keys. Your brain also does unnecessary work coordinating your movements instead of thinking about what you are writing.

The Typing Pal training program helps you to develop sensory and muscle memory, allowing your fingers to find the keys by reflex.

To quickly develop typing reflexes, start by focusing on your typing accuracy (not speed) and on maintaining the basic position between each keystroke. By doing so, your fingers will always make the same, correct movement for each of the keys, and the motion will become muscle memory.

Keep your eyes on the screen or the document you are retyping. Resist the temptation to glance at the keyboard. Trust your muscle memory; it will guide you!

Finally, to help your muscle memory register character sequences or whole words, keep a constant typing rhythm.

**The ⇧, Shift, Alt and SPACE Keys**

The ⇧, Shift, Alt or SPACE keys are often typed in combination with another key to write a special character or accent.

In this case, it is best to use the fingers of the opposite hand to type the ⇧, Shift, Alt key so that you can type the desired key with the usual finger.

For example, to type an exclamation mark (!), you normally need to type ⇧ and 1 at the same time. As most keyboard maps ask you to use the little finger of the left hand for the 1 key, you should use the little finger of the right hand to type the ⇧ key.

The SPACE bar can be typed using either thumb.

**Typing Speed and Accuracy**

Concentrate and take your time to avoid making mistakes. Focus on accuracy before speed. Once you can type with almost no errors, you can be confident that your muscle memory is good enough to help you speed up and reach your targets.

Practice regularly with Typing Pal and make it a personal challenge to complete all the activities with no errors. You will receive a gold star, proof of your keyboard mastery.

**In Summary**

Below is a summary of the recommendations that will help you develop a good typing method:

1. Pay attention to your posture and the ergonomics of your work environment.
2. Return your fingers to the basic position after each keystroke.
3. Always type the same key with the same finger, as shown by the keyboard map you have chosen.
4. Do not look at the keyboard; instead, trust your muscle memory to guide your fingers.
5. Keep a constant typing rhythm to help your muscle memory register character sequences and words.
6. Use the fingers of the opposite hand to type the ⇧, Shift, Alt or SPACE keys.
7. Practice typing accurately before you try to type quickly. Your speed will gradually improve on its own.
Typing Accuracy

Before you can become a virtuoso on the piano, you must first be able to play scales without hitting any wrong notes. The same principle applies to mastering the computer keyboard.

Why Accuracy Before Speed?

At the start of the Typing Pal training program, users need to focus on accuracy, not on speed. This is as true for the typist who is in the habit of using just a few fingers as for the beginner who has never typed.

When you take the time to type without making mistakes, your fingers will get used to the correct movements. These motions will be written into your muscle memory. When this memory becomes more developed, it will allow you to type quickly without having to think or to look at the keyboard.

In this way, the total beginner actually has an advantage over the typist who has used an incorrect method for years, as this person will need to reprogram his or her muscle memory. This is why researchers recommend using an established method for learning to type, and starting at a young age.

The Typing Pal Approach

The Typing Pal program puts a lot of emphasis on accuracy as the basis of the learning approach.

1. **Accuracy: Your No. 1 Priority** — Along with speed, accuracy is the main target you will work towards in the activities under the Learning tab. If you are making a lot of mistakes, lower the target speed so that you can focus on your accuracy.

2. **Gold Stars for Encouragement** — To encourage you in developing an accurate typing technique, Typing Pal celebrates your successes with a shower of stars. These activities are marked with a gold star. The larger your collection of gold stars, the greater your keyboard skills!

3. **No Progress Without Perfection** — If you type the wrong key by mistake, Typing Pal does not allow you to continue the exercise until you have typed the correct character. This approach contributes to the development of perfect typing accuracy, as well as encouraging you to keep your eyes on the screen.

4. **Deleting Wastes Time** — The backspace key is sometimes overused or relied on as a crutch. To avoid developing this bad habit, Typing Pal does not let you use the backspace. Accurate typing is always more efficient than quick correction.
Typing Speed

The purpose of acquiring a good typing method is to learn to type quickly and efficiently. Speed is therefore the ultimate goal of the training. The best way to reach this goal is with a good typing method.

What Speed Target Should I Aim For?

Although speed is measured objectively, its evaluation is much more subjective. What is a good target to aim for? It is difficult to say. Even the scientific literature is divided on the question.

The right speed target depends on your age and your end goal. Do you simply want to be more efficient in writing emails, or do you intend to compete in international competitions?

<table>
<thead>
<tr>
<th>End goal — adult</th>
<th>Characters per minute</th>
<th>Words per minute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above-average speed</td>
<td>225 cpm or more</td>
<td>45 wpm or more</td>
</tr>
<tr>
<td>Appropriate speed</td>
<td>275 cpm or more</td>
<td>55 wpm or more</td>
</tr>
<tr>
<td>Productive speed</td>
<td>325 cpm or more</td>
<td>65 wpm or more</td>
</tr>
<tr>
<td>High speed</td>
<td>350 cpm or more</td>
<td>70 wpm or more</td>
</tr>
<tr>
<td>Competitive speed</td>
<td>600 cpm or more</td>
<td>120 wpm or more</td>
</tr>
</tbody>
</table>

Did you know? — According to Intersteno, an international federation that regularly organizes international typing contests, the world record for typing speed is held by Czech typist Helena Matoušková. In 2003, she achieved a typing speed of 955 characters per minute. That’s around 191 words per minute, with 99.97% precision!

The Typing Pal Approach

Final Target

Typing Pal suggests setting a final target for the typing speed you want to reach by the end of the training. This target will vary according to your age and the skill level you are aiming for. Check out the table below to help you set an appropriate target.

<table>
<thead>
<tr>
<th>Beginner (6 to 11 years)</th>
<th>Beginner (12 to 16 years)</th>
<th>Beginner (17 years and over)</th>
<th>Intermediate</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 wpm</td>
<td>30 wpm</td>
<td>45 wpm</td>
<td>+10 wpm</td>
<td>+20 wpm</td>
</tr>
<tr>
<td>75 cpm</td>
<td>150 cpm</td>
<td>225 cpm</td>
<td>+50 cpm</td>
<td>+100 cpm</td>
</tr>
<tr>
<td>80% accuracy</td>
<td>85% accuracy</td>
<td>90% accuracy</td>
<td>+5% accuracy</td>
<td>+10% accuracy</td>
</tr>
</tbody>
</table>

Intermediate Targets
Once you have set your final target, Typing Pal uses this to calculate intermediate targets for each of the training activities under the *Learning* tab. These intermediate targets are adjusted to the difficulty coefficient for the text and its relative position in the training plan.

For example, if the final target is set at 65 words per minute, the speed target for the first exercise will be set at 33 words per minute. Achieving this reasonable goal with total accuracy is a prediction of the training program’s ultimate success.

**Speed Evaluation**

The typing speed recorded during exercises or tests at the end of each step under the *Learning* tab is useful for formative evaluation. For example, this data allows you to compare student scores during the course of their training.

For a summative evaluation, we recommend that you refer instead to the final tests under the *Learning* tab, or to the texts under the *Progress* tab, since the texts used in these activities more closely reflect a real-life context. Filter the statistics by selecting this activity type. This will show more accurate results in terms of the performance level achieved.

Finally, to evaluate progress, we recommend that you compare the initial test result with the final test result. Since the two tests are exactly the same, you will get a clear indication of progress.
Planning the Training

Don't start without a good game plan. Have a clear idea of the direction you want to give to the training, and then adjust your plan over the year to suit your students' needs.

Winning Formula

- **Make Typing Pal a game!** — Each practice session with Typing Pal is an opportunity for the students to improve in an atmosphere that is both fun and stimulating. When they set out to break their personal record and their fingers hit the keys at full speed without making any errors, it's certainly very exciting! If you can transmit this playful attitude to them, the students will persevere and succeed.
- **Plan brief sessions or take breaks** — Avoid imposing overly long practice sessions. The students will become tired and discouraged. Plan shorter sessions and allow for breaks. Extend the sessions gradually if you find the students are still engrossed and concentrated.
- **Schedule frequent sessions** — Students who practice frequently will progress faster. In addition to the sessions with you at school, they can also practice at home.
- **Don't stop the training too soon** — If the students have reached their targets, it's too soon to stop! The typing method needs time to become permanently ingrained. By stopping too early, bad habits may quickly return. Your students have finished? Increase their targets and push their limits.

First Lesson

1. **Underscore the advantages of efficient typing** — Start a discussion with your students so they become aware of the importance of typing quickly without errors.
2. **Present the 7 keys to success** — Show the video on the 7 keys to success or introduce the basic principles to be respected yourself.
3. **Determine the level of the students** — Have your students complete the initial test. This test will give you an idea of the students' level and it can be used later to measure their progress.
4. **Do a few activities** — Depending on how much time is left in the period, have the students do a few of the exercises found in the first step.
5. **Adjust the targets** — Then take the time to analyze the results of your students to assess the level of your group. Adjust the targets accordingly. If the students are at different levels, you may want to raise the targets for the better students or reduce them for those having difficulties.

Long-Term Planning

- We suggest that you plan about one hour of practice per week, divided into three or four sessions. For example, students can practice once in class and the other times at home or in the school library.
- You can monitor the students' progress to ensure that the group is advancing at the same pace by combining the following suggestions:
  - Unlock access to a new set of exercises each week.
  - Only unlock the test when the students are in class in order to control the conditions in which the test is taken.
  - Encourage the students to win the golden icons for each activity by completing it perfectly.
- When their daily or weekly targets have been met, students can play games, do improvement activities or type practice texts. Raise the targets to get the students to do even better.
Personalizing the Program

Typing Pal offers an efficient training program while still allowing you to make certain adjustments to suit your students or your own teaching style. Below are some of the advanced features for tailoring your training program.

Access to Activities

The exercises under the Learning tab have been designed to introduce new keys gradually, repeating them often at the outset, then alternating with other keys that have already appeared in previous exercises.

Since the activities use characters that have already been introduced, the program, by default, only lets students complete the activities in the suggested order. They must successfully complete all the exercises in a given step before they can take the test.

However, you might wish to override this feature to reflect your own teaching requirements.

For example, if you want to supervise your students' work, you can lock access to the tests so they can't be done at home.

You might like to give your students the freedom to complete activities in any order so that they can master the drills before getting started on special characters.

Finally, you can block access to games if you prefer to keep them as a reward.

Personalized Targets

Choose speed and accuracy targets for your whole group based on their training program and skill level.

You always have the option to make adjustments for specific students so that everyone has a challenge adapted to their individual abilities.

Texts

When students have practiced typing all the keys and using all their fingers, they are ready to move on to the texts under the Progress tab.

By default, the three collections of texts cannot be modified, but you can add new original collections.

You might like to create a new text collection linked to a writing project, lessons, or vocabulary that you want students to study.

Improvement Activities

The improvement activities are automatically generated by Typing Pal's algorithm, which analyzes the student's typing and detects which characters or fingers need more practice.

These exercises therefore offer your students a set of personalized activities, adapted to their individual needs.
Worksheets
The Importance of a Good Typing Technique

Objective
Make students aware of the importance of learning a good typing technique for their personal and professional lives.

Time
Approximately 25 minutes

Activity Plan

1. Divide your class into teams of four.
2. Ask each team to list ten activities for each sphere of life (work, leisure, and daily life) that involve the use of a keyboard.
3. Teams take turns to share with the class one activity from each sphere of life. Write these on the board. Keep going until you have three sets of ten activities each.
4. Ask your students some questions. What conclusions can they make from looking at the lists on the board? Do they use a keyboard in every area of their lives? Do people nowadays need to know how to use a keyboard? Encourage them to reflect on the importance of mastering a good typing technique in order to be efficient in all areas of their professional and personal lives.
Imitation Game

Objective

Make students aware of good ergonomic habits.

Time

15 minutes

Materials required

- Worksheet no. 1
- Approximately 15 dice

Preparation

Familiarize yourself with the advice on ergonomics in the Typing Method article.

Activity plan

1. Explain the principles of ergonomics to your class.
2. Split your group into teams of two (student A and student B).
3. Give each team a die and a copy of Worksheet no. 1.
4. Student A begins by throwing the die. The number shown on the die is the number of bad ergonomic habits that the student must secretly choose from Worksheet no. 1. The student then pretends to type on a keyboard, adopting all the bad habits chosen from the list.
5. Student B must spot all the bad habits that student A is demonstrating and check them off in the first column of the table on Worksheet no. 1.
6. Once student B is confident of having spotted all the bad habits, the two students compare answers.
7. The students then switch roles and continue the activity in the same way, completing the rest of the columns in the table. The activity is finished when each student has played the role of student A and B twice.
Introduction to the Basic Position

Objective

Introduce students to the basic position and make them aware of the different keyboard zones and the fingers associated with each one.

Time

20 minutes

Materials required

- Worksheet no. 2
- Worksheet no. 3
- Colored pencils in six different colors

Preparation

Familiarize yourself with the principles of the basic position by reading the Typing Method article.

Activity plan

For this activity, each student must be seated in front of a keyboard.

1. Ask students to close their eyes. Give them two minutes to explore the keyboard using their fingertips and to look for all the possible ways to tell the difference between keys, using only their sense of touch.
2. Ask students to share their ideas with the class about the features that helped them recognize different keys with their eyes closed. Here are some examples of features:
   - The position of the keys in relation to the keyboard edge
   - The shape of the keys
   - The size of the keys
   - The surface of the keys
3. Once they have listed all the examples above, explain to students how the two tactile reference points help to position the index fingers on the keyboard. Then, show them the basic position for the other fingers.
4. Share Worksheet no. 2 with your class by projecting it on the board. Ask them what the colors on the keyboard refer to. Explain that the colored zones show which finger should be used for typing each of the keys.
5. Give a photocopy of Worksheet no. 3 (which shows the keyboard) to each of your students.
6. Ask them to color the keys with a different color for each of the fingers, as shown on Worksheet no. 2. Careful! A different color is used for each of the index fingers because their zones are side-by-side.
7. Once the sheet is colored in, invite the students to take the basic position by placing their fingers on their sheets in the correct places. Ask them to type each of the keys. The colors tell them which fingers to use in each case.
Practicing the Basic Position

Objective
Practice maintaining the basic position while typing the keys.

Time
40 minutes

Materials required
- Worksheet no. 4
- Adhesive putty or tape

Prequisite activity
Lesson plan: Introduction to the basic position.

Preparation
Select the keyboard used by your students from among the four models in Worksheet no. 4. Print a copy and write out all the characters and symbols of the function keys on it. When you’re done, make photocopies for every workstation and stick them to the top edge of the computer screens with sticky tack or tape.

Activity plan
For this activity, students must have access to a keyboard.

1. Put your students into teams of two. One plays the role of “typist” and the other plays the role of “watcher.” Students take turns playing each of the roles. Ask the typists to place their hands in the basic position, keeping their eyes closed and using the tactile reference points as a guide. The watcher makes sure that the typist’s eyes stay closed throughout the activity. The students then switch roles.

2. Invite each watcher to name a key for the typist to type. While the typist does this, the watcher checks that the typist has typed the correct key and has not looked away from the screen. Remind students that they should always return their fingers to the basic position after typing each of the keys. Tell them to repeat the exercise with different keys for a period of 10 minutes.

3. The members of each team can then switch roles and repeat the activity for another 10-minute session.

Variation
When new characters are introduced, feel free to repeat the activity to target particular keyboard zones. For example, you could use it to introduce typing numbers or special characters.

Advanced variation
Do your students need more of a challenge? Ask them to repeat the same activity, but this time, typists must keep their eyes closed. They therefore cannot use Worksheet no. 4 to help them. Watchers can help by letting typists know if their fingers are near the correct key or not.
Hidden Keys

Objective
Test your students' visual memory and keyboard recognition.

Time
10 minutes

Materials required
- Worksheet no. 5

Prerequisite
To complete this activity, students must be familiar with the position of at least 10 keys on the keyboard.

Preparation
At the bottom of Worksheet no. 5, write the characters that the students have already practiced in Typing Pal.

Then, write the characters that they have not yet practiced in Typing Pal onto the keyboard image on Worksheet no. 5.

Photocopy this modified worksheet for each of your students.

Example
List of characters to write: I - R - U - V - M - G - E

Activity plan
1. Give a copy of the modified version of Worksheet no. 5 to each of your students.
2. Ask them to write the characters listed at the bottom of their sheet onto the corresponding keys.
3. Once they have finished, review the correct answers as a class.
Variation

This activity can easily be adapted to make it more challenging. Indeed, you could even give each of your students a long list of characters to place on an almost-empty keyboard image. You could focus on left-hand characters, right-hand characters, the top row... for this exercise, the possibilities are endless!
Bingo

Objective

Test your students’ visual memory and keyboard recognition.

Time

25 minutes

Materials required

- Worksheet no. 5
- Worksheet no. 6
- Bag, hat, or bowl for the draw

Prerequisite

To complete this activity, students must be familiar with the position of the keys on the keyboard.

Preparation

Print Worksheet no. 6 and cut out each of the letters. Place all the letters in a bag, hat, or bowl for the draw.

Activity plan

This activity follows the same principles as a conventional bingo game.

1. Give a copy of Worksheet no. 5 to each of your students.
2. Tell them that to call “bingo,” they must correctly complete at least one row of keyboard letters.
3. Begin the activity by drawing the first letter at random and reading it out. The students must write the letter on the correct key of the keyboard image on their worksheets.
4. Continue to draw letters at random and read them out until one of the students calls “bingo” upon completing a row. Check that the student’s sheet is correctly completed before confirming the win. If the row has not been properly completed, ask the student to sit back down. Warn students that they cannot call “bingo” until you have drawn a new letter.
5. The winning student can come to the front to draw the letters until a new winner takes over.

Variation

You can make the activity more difficult by asking students to complete all the letters typed with the left hand or the right hand before calling “bingo.”
Star of the Week

Objective

Improve students’ typing accuracy.

Time

This activity can be spread out over several Typing Pal training sessions.

Materials required

- Worksheet no. 7

Activity plan

1. At the start of the week, explain to your students that each time they complete a Typing Pal activity without making any errors, and respecting their speed target, they will get a star on the chart displayed in the classroom.
2. After every Typing Pal training session, log in to your Typing Pal account and go to the Activity Log of each of your students. Consult the User Guide for help with checking the Activity Log. For each student, count the number of activities that have a gold icon. This icon indicates an activity completed with no errors, within the target speed. Write the number onto Worksheet no. 7. Post the chart on the classroom wall.
3. At the end of the week, calculate the total number of stars for each student and write this on Worksheet no. 7. The student with the most stars is awarded a privilege.

Variation

This activity can also be adapted for teamwork. Simply use one copy of Worksheet no. 7 per team.
Cosmik Ball

Objective
Improve students’ typing speed.

Time
20 minutes

Materials required
- Worksheet no. 8

Activity plan
1. Split students into teams of 4-8.
2. Print Worksheet no. 8 and give a copy to each team.
3. Choose a game mode. The mode corresponds to the keyboard row to practice (top row, middle row, bottom row, number row). Let students decide which difficulty level they want to use. Tell them that when the difficulty level is raised, the characters to type will move more quickly across the screen. However, points accumulate more quickly.
4. All students write their name in the table for their team.
5. At your signal, all students start the Cosmik Ball game in the mode you have chosen.
6. At the end of the round, all students write their score in the table for their team. To prevent cheating, you can ask one student from another team to check this score. The team with the most points at the end of the session is the winning team for this game mode.
Monkeys in Jeopardy

Objective

Improve students’ typing speed.

Time

45 minutes

Materials required

- Worksheet no. 9

Preparation

Print two copies of Worksheet no. 9 (one for each group of students).

Activity plan

For this activity, students must have access to a computer.

1. Separate the class into two groups (group A and group B) and use one copy of Worksheet no. 9 for each group.
2. Write the names of the students forming the two groups in the First round column of their sheet.
3. Pair up the students so that they each have an opponent for a Monkeys in Jeopardy duel.
4. Let the students know which game mode for Monkeys in Jeopardy you want them to use. The mode corresponds to the keyboard row to practice (top row, middle row, bottom row, number row). Let students decide which difficulty level they want to use. Tell them that when the difficulty level is raised, the characters to type will move more quickly across the screen. However, points accumulate more quickly.
5. The student with the most points at the end of each duel goes onto the next round. During the tournament, students who are eliminated work on other Typing Pal activities. At the end of each round, fill out Worksheet no. 9 with the names of the winners. Keep going until the semi-finalist from group A plays against the semi-finalist from group B in the final! At the end of this final challenge, the winning student is crowned champion of Monkeys in Jeopardy.
Exquisite Corpse

Objective

With students, create original texts to add to the Typing Pal collection.

Time

50 minutes

Materials required

- Worksheet no. 10

Preparation

Familiarize yourself with the different Typing Pal drills.

Before starting your Typing Pal session, print six copies of Worksheet no. 10. Cut them up so that you have a small sheet for each student.

Activity plan

For this activity, students must have access to a computer.

1. In the table, write one of the groups of letters targeted by the Typing Pal drills. Example: *ment*
2. Give students one minute, working on their own, to write down as many words containing that series of letters as they can.
3. Ask each student to share with the class one of the words found. Write the words on the board. Students will use the word they have chosen for the second part of the activity.
4. Choose a student to begin the writing.
5. The student labels his or her sheet of paper with a number 1. Using the word chosen in the previous part of the activity, the student composes a sentence. The numbering system will be used later to determine the order of the sentences. At the same time, the other students continue their Typing Pal session.
6. Once the sentence has been written, the student passes the sheet to his or her neighbor. The next student writes a number 2 on his or her own sheet and then composes the next sentence of the text, using the chosen word. This sentence must follow on from the first. The student passes the sentence on to his or her neighbour.
7. Keep going until all students have written a sentence. During the exercise, collect the answer sheets as the students write, so that there are only two completed sheets in circulation. This way, you can make sure that students do not read the whole story before the end as this would spoil the surprise!
8. Once everyone has written a sentence, put the sheets back in order using the numbers. Read the story out to the whole group and congratulate them on their creative talents! You can use this composition to add to the Typing Pal text collection. Consult the User Guide for help with adding a text. Students will be more motivated to practice with a text that they have helped to create.

Variation

You can also adapt this activity to target several groups of letters at once, or by giving your students a specific theme to work with.
Keyboard Relay

Objective

Improve students’ typing speed and accuracy.

Time

20 minutes

Materials required

- Two computers with word-processing software
- A timer

Preparation

Before beginning the activity, compose a short sentence that your students will later practice typing. For example, you could use “Speed comes with accuracy.”

Launch a word-processing program on two computers.

Activity plan

1. Split the class into two teams and have students form two lines behind the computers.
2. The first two students in line start the activity. Ask the two students to sit at the computers and to get ready to type.
3. Choose a member of the other team to act as a supervisor to make sure that there is no cheating (e.g., copy-pasting).
4. Write your sentence on the board.
5. Ask the two students to type the sentence on the computer as many times as they can without making a mistake. They have 30 seconds.
6. After 30 seconds, tell them that their time is up and that they must stop typing. The next student in the line for each team sits at the computer. Once the two students are ready, give the signal for the next 30 seconds of writing to begin.
7. Repeat steps 5 and 6 until all students have had their turn.
8. Count the error-free sentences for each team. The team that has successfully written the most error-free sentences is named the winner.
Documents
Literature Review

Summary

A good typing method not only enables faster writing, it also frees up the brain’s resources for the complex mental processes that writing requires (Johansson et al., 2009). Regular practice and good typing skills therefore allow students to write better (Wideman and Owston, 2000). Furthermore, their typed texts are of a higher quality than those written by hand (Crook, 2007). Researchers recommend that students learn the correct technique as early as possible (Wichter et al., 1997), preferably through frequent 15-minute sessions over the course of more than one school year (Losier, 2002).

Typing Practice in the Teaching Program

One of the main objectives of school education is to prepare young people to take an active part in society later in life. Given the growing role of information and communication technologies (ICT) in the development of modern economies, ICT education is both valuable and necessary.

Those who lack sufficient technological skills could fall foul of the “digital divide” (Organisation de coopération et de développement économiques, 2010).

Of the various digital skills to master, typing is one of the most essential (White, 2003) and should even be part of early primary school education (Wichter et al., 1997).

Excerpts from various teaching programs show that typing is already an integral part of students’ education, leading many schools and teachers to look for an effective training program to help their students develop this essential skill.

The Perfect Time to Begin Training

The majority of students do not have access to their own computer at school, and computer lab sessions are often sporadic. Most student work at both primary and secondary level is still written by hand.

Even so, Wichter et al. (1997) argue that typing training should take place as early as possible. Researchers suggest that this training should begin before students start to use computers in a more general manner, since older students may be more reluctant to learn than their younger counterparts. Children in primary school should therefore receive typing training regardless of the intensity of their computer use.

Sooner or later, quick typing is certain to become an essential skill in schools, even at the primary level. A growing number of primary and secondary teaching establishments in North America and elsewhere are already starting to assign a computer or tablet to every student (Associated Press, 2012).

Without the proper training, some students develop an incorrect typing technique. While this does not necessarily prevent them from typing quickly (Gemmell, 2003), their typing speed will nonetheless plateau after a given point. Worse, they risk damaging their tendons in the long term. Unfortunately, once the typing rate has reached a certain level of efficiency, an incorrect typing technique becomes much more difficult to fix (Yechiam et al., 2003). It is therefore crucial to avoid bad typing habits from becoming entrenched and thus impossible to correct.

Whether students type quickly using a poor technique, or slowly with their eyes glued to the keyboard, they stand to gain from typing training from the first years of primary school onwards, no matter the frequency of their computer use. Yet the advantages of a good typing technique are not limited to writing speed, precision, and ergonomic optimization. Indeed, researchers have obtained results that point to unexpected advantages, particularly regarding the quality of written texts.
Unexpected Advantages

When researchers compared a group of subjects who had mastered a good typing technique with a group that had not, the first group were found—unsurprisingly—to write longer texts, and more quickly, than the second group. More striking perhaps was that the first group’s texts were also of a higher quality than those of the second group.

This is explained by the fact that a good typing technique frees up internal resources, leading to better execution of connected secondary tasks (Johansson et al., 2009). As such, reflection and creative processes are not hampered by a constant visual recourse to the keyboard.

Teachers can thus benefit from training their students to type before giving them computer-based writing projects. Not only could faster completion of the task make up for the training time, the finished text may also be of higher quality.

Once they learn to type efficiently, students who use a computer often write higher-quality texts than those who write by hand. Crook (2007) explains this difference by the cognitive load associated with handwriting which he believes impacts the composition process. In addition, using a keyboard is less intimidating and requires fewer psychomotor skills than handwriting does, especially for young children (Balajthy, 1988 and Campbell, 1973). Texts typed on the computer are also easier to write, revise, and alter than those written by hand (Gemmell, 2003).

Wilderman and Owston (2000) found that students who regularly write on a computer produce texts of a higher quality in terms of style and structure. The researchers conclude that regular use of word-processing software contributes to the qualitative improvement of students’ written work.

For Crook (2007), this underscores the importance of a good typing technique in ensuring that computer-based writing is as rapid and fluent as possible. Meanwhile for Johansson and his team (2009), automation of the typing process and the habit of continually looking at the screen mean that the brain’s resources are freed up for the more complex mental tasks involved in writing. These researchers noticed that typists who keep their eyes on the screen also re-read their own texts more frequently and edit them more.

Overall, those who keep their eyes on the screen are faster and more productive, tend to re-read their work more frequently, and are more capable of mental multitasking. Research led by Crook (2007) and published in scientific literature has established a correlation between writing speed and compositional quality of texts by children aged 7 to 9.

Conclusion

The importance of teaching a good typing method in schools is clear. Daily practice with Typing Pal, integrated into the teaching program, considerably improves students’ chances of mastering a good typing technique. In turn, this progressive improvement allows students to concentrate on the quality and richness of their texts. While research has already made great progress in this domain, we must continue to explore typing methods and their positive effects on learning. By doing so, will we be able to hone our teaching practices.

The Typing Pal team is always looking for new studies on this subject that will help improve its pedagogical approach. If you have any suggestions for scientific texts on the acquisition of typing techniques, please feel free to share them with us. We are committed to providing students with the best possible tool, informed by research in science and education.

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