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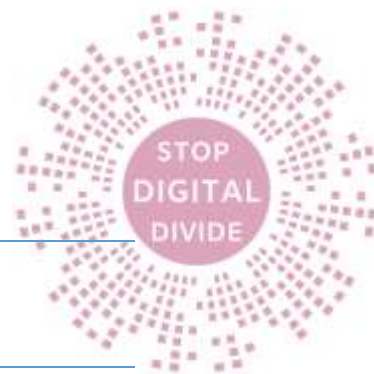


STOP DIGITAL DIVIDE

Training course for adult educators

Social coaching for adult digital integration





Training course for adult educators

2021-2-RO01-KA210-ADU-000048969

Social coaching for adult digital integration

Stop Digital Divide

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Abstract	<p>This course "Social coaching for Adult Digital Integration" equips adult educators with the knowledge and tools needed to enhance adult learners' digital skills through workshops, practical activities, and social inclusion initiatives. It covers a wide range of online instruments and software tools, offering theoretical insights, real-world examples, and practical use cases. Aligned with the DigComp framework, the course guides educators through the integration of essential digital competencies, supported by the 5E instructional design model. Evaluation methods ensure the effectiveness of the training, and the course emphasizes the transferability of skills to everyday life, work, and social activities. Ultimately, it aims to enable individual transformation by promoting digital social inclusion among adults, enhancing their digital skills, and fostering active participation in the digital era.</p>
Keywords	Digital tools, Adult education, Digital inclusion



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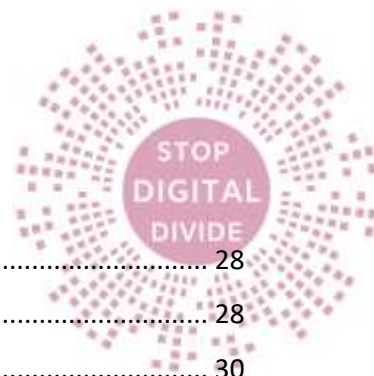
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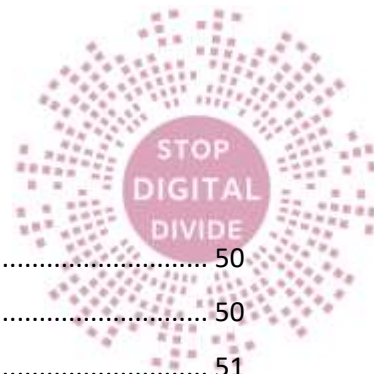


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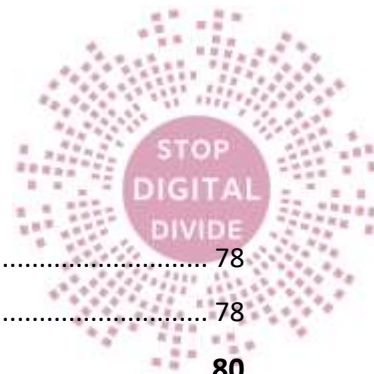


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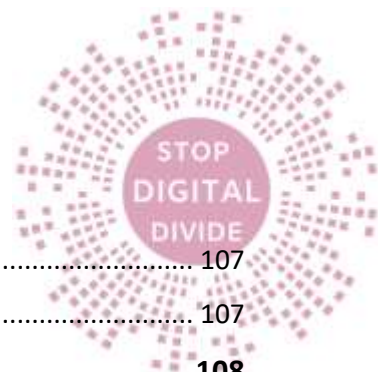
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Introduction

Welcome to the "Social coaching for adult digital integration" course!

In the era of digitalization, the role of adult educators is more critical than ever. As technology becomes increasingly integrated into our daily lives, the ability to use digital tools is no longer a luxury but a necessity. Adult educators play an important role in bridging the digital divide and ensuring that adults of all backgrounds have access to the skills and knowledge needed to thrive in the digital age.

This course is designed to equip adult educators with the expertise and tools necessary to fulfill this essential mission. Through a structured approach that includes workshops, practical activities, and social inclusion initiatives, educators will be well-prepared to guide their students on a journey of digital discovery. The course introduces a diverse range of online instruments and software tools, each with its unique potential for enriching the learning experience. From Padlet and Thinglink to Jamboard and Mural, these tools open up exciting avenues for engagement and creativity.

Beyond practical application, participants delve into the theoretical underpinnings of these digital tools. Understanding the 'why' behind the 'how' is crucial for educators to adapt and innovate effectively.

Real-world examples and use cases provide educators with insights into how these tools can be seamlessly integrated into their teaching methods. We believe that learning from real-world scenarios is the key to mastery. The course aligns with the DigComp framework, addressing Information, Communication, Content creation, Safety, and Problem-solving. This ensures that the skills imparted are comprehensive and relevant in the digital landscape.

To facilitate effective teaching, the authors introduce the 5E instructional design model (Engage, Explore, Explain, Elaborate, and Evaluate). Educators will learn how to create engaging lesson plans that maximize the impact of digital tools.

Moreover, the course provides guidance on various evaluation methods, including observing skill improvements, measuring participation, assessing interaction, and evaluating presentation skills. These metrics are essential for gauging the course's effectiveness and learner progress.

Without limiting to the classroom, the authors emphasize how the skills and methods acquired can be transferred to enrich everyday life, empower work-related tasks, and enhance social activities for adults and seniors. At the heart of this course is the notion of social inclusion. By improving digital skills and fostering participation in social inclusion initiatives, the course aims to enable individual transformation and empower adults to be active contributors in the digital society.

Ultimately, the course "Social coaching for adult digital integration" is not just about acquiring knowledge; it is about driving positive change. Through dedication and commitment, adult educators play a vital role in enhancing digital literacy, promoting inclusion, and shaping a brighter future for adult learners in the digital age.



1. Padlet – Wheel of life

Objectives

The Wheel of Life is a visual instrument used in adult education and coaching to help learners quickly understand how balanced or fulfilled their life is in a certain moment. This session is designed to make participants realize what THE MAIN PILLARS OF A HARMONIOUS LIFE are, their benefits, and how to contribute to a WHEEL OF LIFE collaborative project.

By the end of this activity, the participants will be able to:

- Practice the process of connecting and collaboration with peers;
- Observe several projects for inspiration and evaluate them;
- Take advantages of working in team and use the collaborative results.

This tool offers participants the opportunity actively participate in the digital world improving competencies in the two of the DigComp area of competences: Information and Data Literacy, and Communication and Collaboration. It can be used in the Elaborate and Explore phases of learning.

Use case

This activity can be implemented individually and/or collaboratively. The facilitator presents the concept of WHEEL OF LIFE and the way in which each person **can self-assess current life situation** by rating the degree of achievements or accomplishment on each of the pillar of life (axis). Each participant **identify the activities that can improve the individual current situation** on each axis. Then, collaboratively, they are using PADLET online platform **to share ideas/activities that can maximize performance** on the main pillars of a harmonious life.



https://goal-life.com/en/tool/wheel_life?utm_term=article



By contributing and exchanging ideas, participants develop own social coaching skills, fully understand the benefits and challenges of maximizing one pillar in the detriment of other, and they are able to **distinguish the areas of improvement** of own life balance. Later on, participants access their own Wheel of life to adapt it to the current situation.

Method

Within this adult education non-formal educational activity, the proposed method is collaborative project with the use of 5E instructional design. A combination of demonstrations, presentation, individual and collaborative work, as well as debriefing questions are included to allow participants to learn by doing and by exchanging information.

Theory

The Workshop is organized in such a way to stimulate courageous conversations and the collective intelligence of the group, exchanging experiences and opinions about the ways in which we can maintain personal well-being throughout life. Participants are encouraged to exchange best practices to cover each area that defines the quality of life. They begin with an initial assessment of the eight sectors, after which they practice brainstorming to complete beneficial actions for each sector of life:

- Personal development
- Spiritual
- Career
- Finance
- Friends
- Fun/Recreation
- Family
- Health & Fitness

In order to facilitate the conversation and discussions, give them some directions. These can be questions about the current status and level of satisfaction, but also these can be some “food for thought” (participants will not be required to answer to this, instead, they can reflect individually to improvement of each category.

Personal Development

How would you rate the level of responsibility you have had so far in relation to the decisions you have made?

How close or far do you feel you are from the status of a leader?

10 – I am a true leader; 1 – I do not want to be a leader

How would you evaluate your openness to new methods of personal development compared to the ones you currently practice?

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**Spiritual**

How would you rate your mental state, calmness, mood, and emotional stability?

How do you assess your emotional well-being?

How well do you manage your nerves and the emotional challenges you face daily?

Individual reflection: How do you see yourself in terms of achieving set goals and emotional life one year from now?

Career

How satisfied are you with your current job or the activity you are engaged in? (whatever it might be)

On a scale of 1 to 10, how would you rate your presence and potential for fulfilling your mission/purpose?

10 – meaning you do something every day to develop in this direction; 1 – if you have not been sure about your purpose/mission so far

Individual reflection: Where do you see yourself professionally/mission-wise in 3 years?

Finances

How financially secure do you feel right now?

10 – I don't worry about finances at all; 1 – I have no financial security

How do you assess your current income in comparison to what you believe you're capable of and deserve?

10 – I am paid according to the value I provide; 1 – I deserve considerably more for the work I do

Evaluate your level of financial well-being.

10 – I manage my money very well, my assets are healthy, I am up-to-date with debts, and I am very confident in this area; 1 – I have debts and constant financial instability, debts overwhelm me, and I feel financial discomfort

Individual reflection: How do you see your financial health in 3 years?

Friends/ Contribution

On a scale of 1 to 10, how do you appreciate your ability to enjoy and celebrate life – whatever that means personally for you?



How do you assess your ability to connect and share your personal talents and other specific "gifts" with those around you, in your community? In other words, do you contribute generously and unconditionally (without expecting rewards)?

Individual reflection: To what extent do you want your contributions to others and the community to grow in 1-3 years?

Fun/Recreation

How effective and productive are you in setting and accomplishing daily tasks and goals?

How do you feel about the time remaining for pursuing your passions and working on personal goals apart from daily tasks?

How would you rate your ability to handle multi-tasking and accomplish personal and professional tasks?

Individual reflection: How do you see your time management, effectiveness, and productivity in 6 months?

Family

How would you describe the quality of your romantic relationships, both past and present?

How do you assess the quality of your relationship with family members and its protection?

How would you rate the quality of your relationships with friends, colleagues, romantic partners, and business associates up to now?

Individual reflection: Where do you see yourself in terms of relationships one year from now?

Health and Fitness

How happy do you feel about your overall health and well-being at this moment?

How would you rate the level of energy you maintain throughout a day?

If you were to give yourself a grade based on the amount of physical activity you do daily in relation to your body weight, what would that grade be?

Individual reflection: How do you envision your health and physical activity one year from now?

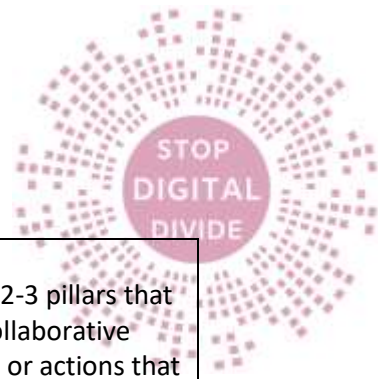


Facilitation steps

TITLE: Wheel of Life

Workshop scenario

Purpose	To offers participants the opportunity to actively participate in the digital world, improving competencies in the two of the DigComp area of competences: Information and Data Literacy, and Communication and Collaboration, while creating an educational context to make adult learners quickly understand how balanced or fulfilled their life is in a certain moment.
Time	1.5 - 2 hrs
Target group	Groups of 20-25 Adult learners
Objectives	Practice the process of connecting and collaboration with peers; Observe several projects for inspiration, and evaluate and select those appropriate; Take advantages of working in team and accessing the collaborative results.
Materials	Worksheet (paper bases) or Online App PPTs + Laptop + Video projector
Facilitation steps	<p>Engage (15 min)</p> <p>Introduce the activity, the scope and objectives. Help participants to get familiar with the topic and create engagement by creating a wordcloud on https://www.mentimeter.com/ or just ask the question:</p> <p>What are the most important pillars of a harmonious life? (write 3 words).</p> <p>Explore (15 min)</p> <p>Offer the overview of the wheel of life concept, inviting them to explore the multiple facets of each category. Present the wheel of life as Worksheet (paper bases) and Web App. Let them access the App and explore on the meaning of each of the axis, reflect on their current status on each. Provide some directions. For example, for the category „health & fitness“, they can think about: working space ergonomic, healthy meal, drink sufficient water per day, daily meditation.</p> <p>Explain (15 min)</p> <p>Explain and discus with the audience about the meaning and the importance of balance in life. Give them the opportunity to share experiences, ensuring that all participants are comfortable with the subject. Use the PPT slides and present the sets of guiding questions for each category.</p> <p>Elaborate (45 min)</p>



Group activity. Form groups of 4-5 participants and indicate them 2-3 pillars that they will work on. Invite each group to access the link in Padlet (collaborative tool), discuss on those topics and to write the activities, small goals or actions that bring satisfaction on the allocated pillars.

Explain that the collaborative result will not be the personal wheel of life of somebody. It can be a guide for potential further improvements.



<https://padlet.com/nicoletaacomi/the-main-pillars-of-a-harmonious-life-qo61ypa8j8y6hob1>

In order to help them brainstorm, give some ideas. Let's assume that a group wants to improve the category „family“. All agree that spending more time with the family can improve this area. Few actions could be:

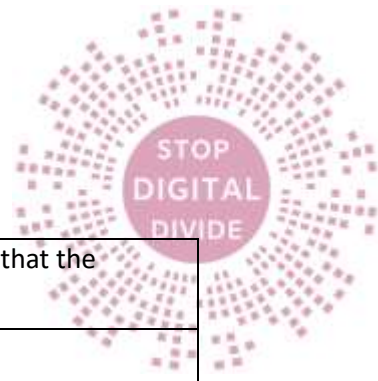
Make a small family trip every Sunday (e.g. visit the zoo)
Having breakfast together at least three times per week
Help kids with homework or school projects two times per week
Have a date night once a week with my partner

Evaluate (20 min)

Invite participants to reflect and discuss about the results from the Padlet. Ask each group to present the note taken for each of the pillars. Invite audience to add other things that they consider important and there were not mentioned before.

Questions for debriefing:

Were there any unexpected or surprising viewpoints shared by the participants?
How did these viewpoints contribute to the understanding of other persons values?
What were the key insights or findings that stood out to you from the activity?
Coming back to individual wheel of life, which of these categories would you most like to improve?
What is the smallest step you could take to get started?
What is the realistic score for that exact category?



	Advices for the audience: balance the wheel of life, not forgetting that the perfect circle is only in an ideal world.
Methods	Demonstrations Presentation Individual and collaborative work Brainstorming Debriefing questions
Evaluation	Collect feedback (10 min) Use NPS score to understand what they like, what can be improved, what could be done different: On a scale of one to ten, how likely are you to recommend our workshop to a friend or colleague? (1 being not likely at all -10 being very likely) What do you like or appreciate most about our workshop? How can we improve your experience? What was missing in your experience with us?
References	https://www.mentimeter.com/ https://goal-life.com/en/wheel-of-life https://padlet.com/

Evaluation

It has two components. Evaluation by facilitator and this would be done throughout the activity by observation of skills improved, participation, interaction, presentation skills as well as during the reflection. The participants through feedback do another evaluation provided, which would offer useful information for further improvements.

Transferability

Invite participants to discuss the potential use of the tools and skills. For example:

- Someone can transfer in own daily work the digital instruments (mentimeter, padlet);
- Use the ideas as directions for improvement on own pillars of harmonious life;
- Become a coach to help others build the own wheel of life and work on it;
- Understand that information need to be seen in context for which there were created;
- Capacity to analyse and select the activities, actions or small goals that are appropriate;
- Improved collaboration skills can be transferred to face to face and online collaborative work;
- Presentation skills are transferable and can be applicable in any other fields.





2. Will the robots replace the teachers?

Objectives

ROBOT VERSUS TEACHER is a workshop designed for the participants to become aware of the impact of robots in the life of students and their daily lives, so that if they are part of their lives, they can be used for as many benefits as possible and to fully or partially replace the participant's activities in their lives, in other words to it makes their lives easier!

At the end of this activity, participants will be able to:

- to interact and collaborate with those in the team,
- to develop critical thinking to observe and analyze information, to make conscious and informed decisions for them,
- they have the advantage of working in a team to cultivate and develop social skills.

This tool offers participants the opportunity to actively participate in the digital world, improving competencies in two of the DigComp areas of competencies: Information and Problem-solving.

Use case

This activity can be implemented individually or in teams. The facilitator presents the teacher's activity under the conditions of the pandemic and how various digital tools were used. Then, the participants are invited to argue for the use of robots versus teachers, referring to their own interaction with robots in their daily lives.

Method

Within this adult education non-formal educational activity, the proposed method is a collaborative project with the use of 5E instructional design. A combination of argumentation and debate, individual and collaborative work, as well as debate are included to allow participants to learn by doing and by exchanging information and to find the most suitable solutions for the context under debate.

Theory

The workshop is organized in the form of a debate between 2 teams: Lawyers for robots and Lawyers for teachers, each team bringing arguments for or against, to convince the audience, to share their experiences in order to identify the most suitable contexts in which robots can or cannot replace the teachers. The audience will be able to be convinced by one team or the other.

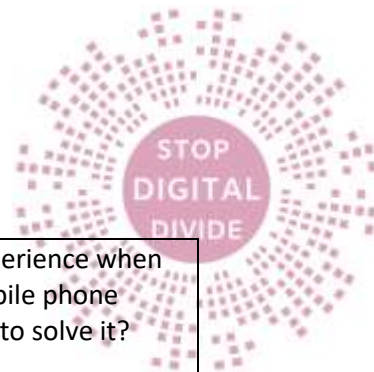


Facilitation steps

TITLE: Will the robots replace the teachers?

Workshop scenario

Purpose	To offers participants the opportunity to actively participate in the digital world, improving competencies in the two of the DigComp area of competences: Information and Data Literacy, and Problem-Solving, while creating an educational context to make adult learners quickly understand how is the quality of their life affected by the presence of robots or people who provide various services in everyday life, such as the professional category of teachers.
Time	1.5 - 2 hrs
Target group	Groups of 20-25 Adult learners
Objectives	<ul style="list-style-type: none"> - to interact and collaborate with those in the team, - to develop critical thinking to observe and analyze information, to make conscious and informed decisions for them, - they have the advantage of working in a team to cultivate and develop social skills.
Materials	Worksheet (paper bases) or Online App PPTs + Laptop + Video projector
Facilitation steps	<p>Engage (15 min)</p> <p>Introduce the activity, the scope, and objectives. Help participants to get familiar with the topic and create engagement by creating a wordcloud on https://www.mentimeter.com/ or just ask the question:</p> <ul style="list-style-type: none"> - What is the first word that comes to mind when you hear teacher/robot? - For example: for teachers: interaction, emotion, creativity, empathy, and adaptation to the needs of the group, for robots: algorithmized services that print an algorithmized way of thinking, the long duration of providing services (not to make people sick), etc. <p>Explore (15 min)</p> <p>Offer the overview of teaching on the pandemic, inviting them to explore the multiple facets of each category professor /robot. Present the professor /robot as a Worksheet (paper-based) and Web App. Let them access the App and explore the meaning of each of the columns, reflecting on their life experiences</p>



on each. Provide some directions. For example, how was their experience when they interacted with a robot when they called the electricity / mobile phone providers for information or to solve a situation, did they manage to solve it? How was the process for them?

Explain (15 min)

Explain and discuss with the audience about the impact of robots in their life versus people who are providing services like teachers. Give them the opportunity to share experiences, ensuring that all participants are comfortable with the subject. Use the PPT slides and present the sets of guiding questions for each category.

The 2 categories Teachers and Robots are subject to the vote of the participants.

Elaborate (45 min)

Group activity. Form 2 groups of 4 Lawyers for robots and Lawyers for teachers and indicate to them the 2 categories of arguments or counterarguments. Invite each group to access the link in Kiallo (collaborative tool), discuss on those topics, and write the arguments for each category.

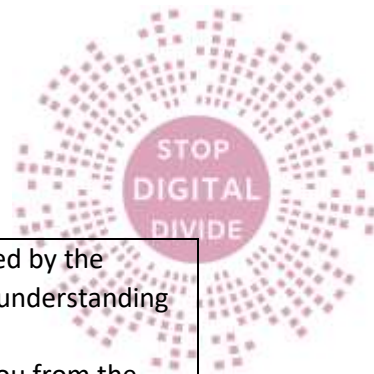


Then, the 2 teams will present their arguments, which will be counterargued by the opposing team.

Evaluate (20 min)

Invite the audience to reflect and discuss the results from the Kiallo. Invite them to vote again on the subject presented at the beginning of a session, and they could share their opinions about it.

Questions for debriefing:



	<ul style="list-style-type: none"> - Were there any unexpected or surprising viewpoints shared by the participants? How did these viewpoints contribute to the understanding of other people's values? - What were the key insights or findings that stood out to you from the activity?
Methods	<ul style="list-style-type: none"> - Argumentation and debate - Critical thinking - Individual and collaborative work - Brainstorming - Debriefing questions
Evaluation	<p>Collect feedback (10 min)</p> <p>Use NPS score to understand what they like, what can be improved, what could be done differently:</p> <ul style="list-style-type: none"> - On a scale of one to ten, how likely are you to recommend our workshop to a friend or colleague? (1 being not likely at all -10 being very likely) - What do you like or appreciate most about our workshop? - How can we improve your experience? - What was missing in your experience with us?
References	<p>https://www.mentimeter.com/</p> <p>https://www.kialo.com/tour</p> <p>https://www.kialo.com/can-teaching-textbooks-be-replaced-by-online-resources-15106</p> <p>https://www.kialo.com/will-the-robots-replace-the-teachers-63953?path=63953.0~63953.3&active=~63953.3</p>

Evaluation

Evaluation has two components: Evaluation by the facilitator and would be done throughout the activity by observation of skills improved, participation, interaction, presentation skills as well as during the reflection. The participants through feedback do another evaluation provided, which would offer useful information for further improvements.

Transferability

Invite participants to discuss the potential use of the tools and skills. For example:

- Someone can transfer in their own daily work the digital instruments (Mentimeter, Kialo);
- Use critical thinking to make the best decisions in their lives;
- Understand that information needs to be seen in the context for which there were created;
- Improved collaboration skills can be transferred to face to face and online collaborative work;
- Presentation skills are transferable and can be applicable in any other fields.



3. Thinglink – Create DigComp course map

Objectives

This session is designed to help participants discover the surrounding nature even if they live in different areas of big cities such as Constanta, to identify environmental problems in the city where they live, to develop a proactive attitude towards protecting nature and how to contribute to a collaborative project.

By the end of this activity, the participants will be able to:

- Practice the process of connecting and collaborating with peers;
- Develop skills, knowledge, and attitudes;
- Take advantage of working in a team and use the collaborative results.

This tool offers participants the opportunity to actively participate in the digital world, improving competencies in two of the DigComp area of competencies: Information and Content creation.

Use case

This activity can be implemented individually and/or collaboratively. The facilitator presents the concept of “Green Attitude”, and after brainstorming “What are, in your opinion, the main environmental problems in the city of Constanta?” write down all the answers on the mentimeter or flipchart. Then, one participant from each group chooses an environmental problem in the city of Constanta from the list for a group, etc.

Each group makes a recovery plan on Thinglink, for the problem that was assigned to them looking for information on the internet, which they present to the audience, after the facilitator presents a case study.

By contributing and exchanging ideas, participants develop their own social skills, fully understand the benefits and challenges of a healthy, unpolluted natural environment to enjoy a healthy life, and they are able to distinguish the areas of improvement of their own “Green competencies”.

Method

Within this adult education non-formal educational activity, the proposed method is a collaborative project with the use of 5E instructional design. A combination of individual initiative, collective action, adaptability, critical thinking, presentation, individual and collaborative work, brainstorming, as well as debriefing questions are included to allow participants to learn by doing and by exchanging information.

Theory

The Workshop is organized in such a way as to stimulate courageous conversations and the collective intelligence of the group, at the beginning, they will participate in the brainstorming “What are, in your opinion, the main environmental problems in the city of Constanta?” write down all the answers on the mentimeter or flipchart. Then, one participant from each group chooses a green problem from the list for a group, etc.

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Each group makes a recovery plan on Thinglink, for the problem that was assigned to them looking for information on the internet, which they present to the audience.

In order to facilitate the conversation and discussions, give them some directions; these can be questions about locating the environmental problem, identifying the causes, establishing connections with institutions in the field of environmental protection and local decision-makers, choosing the best solutions, etc.



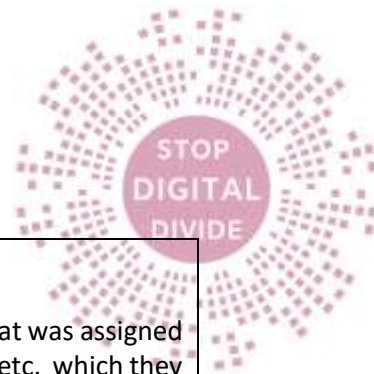
Facilitation steps


This section contains an explanation of the use of tools and materials and how to implement the activity, in order to keep the target group involved and contribute to skills improvement.

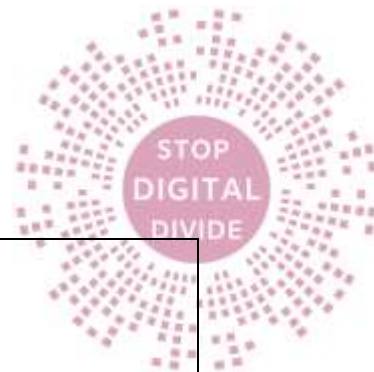
TITLE: “Green attitude”

Workshop scenario

Purpose	To offer participants the opportunity to actively participate in the digital world, improving competencies in the two of the DigComp areas of competencies: Information and Content creation, while creating an educational context to make adult learners quickly understand the importance of the benefits of a healthy, unpolluted natural environment to enjoy a healthy life
Time	1.5 - 2 hrs
Target group	Groups of 20-25 Adult learners
Objectives	<ul style="list-style-type: none"> - Practice the process of connecting and collaboration with peers; - Develop skills, knowledge, attitudes; - Take advantages of working in team and accessing the collaborative results.
Materials	Worksheet (paper bases) or Online App PPTs + Laptop + Video projector
Facilitation steps	<p>Engage (15 min)</p> <ul style="list-style-type: none"> - Introduce the activity, the scope, and objectives. The facilitator presents the concept of “Green Attitude”. <p>Explore (15 min)</p> <p>In the next stage, they will participate in the brainstorming “What are, in your opinion, the main environmental problems in the city of Constanta?” write down all the answers on the mentimeter or flipchart. Then, one participant from each group chooses a problem from the list for a group, etc</p> <p>Explain (15 min)</p> <p>Explain and discuss with the audience about a study case* in order to prepare a recovery plan. Give them the opportunity to share experiences, ensuring that all participants are comfortable with the subject. Use the PPT slides and present the sets of guiding questions for each term.</p>



	<p>Elaborate (45 min)</p> <p>Each group makes a recovery plan on Thinglink, for the problem that was assigned to find the best solutions , looking for information on the internet, etc. which they present to the audience. They can present information, pictures, charts, etc. about locating the environmental problem, identifying the causes, establishing connections with institutions in the field of environmental protection and local decision-makers, choosing the best solutions, etc.</p> <p>https://www.thinglink.com/view/scene/1350525742303150083</p> <p>Evaluate (20 min)</p> <p>Invite participants to reflect and discuss the results from the Thinglink. Ask each group to present their project to the audience. Invite audience to add other things that they consider important and there were not mentioned before.</p>  An aerial photograph of a stadium and surrounding area. Numerous colored circular markers (red, yellow, green, blue) are placed on the map, representing interactive points in a Thinglink scene. The markers are numbered 1 through 10. The stadium is in the center, with surrounding roads and green spaces visible. <p>https://www.thinglink.com/view/scene/1350525742303150083</p> <p>Questions for debriefing:</p> <ul style="list-style-type: none"> - Were there any unexpected or surprising viewpoints shared by the participants? How did these viewpoints contribute to the understanding of other people's values? - What were the key insights or findings that stood out to you from the activity? - What is the smallest step you could take to get started on personal development?
<p>Methods</p>	<ul style="list-style-type: none"> - Individual initiative, - Collective action, - Adaptability, - Critical thinking



	<ul style="list-style-type: none"> - Presentation - Individual and collaborative work - Brainstorming - Debriefing questions
Evaluation	<p>Collect feedback (10 min)</p> <p>Use NPS score to understand what they like, what can be improved, what could be done differently:</p> <ul style="list-style-type: none"> - On a scale of one to ten, how likely are you to recommend our workshop to a friend or colleague? (1 being not likely at all -10 being very likely) - What do you like or appreciate most about our workshop? - How can we improve your experience? - What was missing in your experience with us?
References	<p>https://www.thinglink.com/view/scene/1350525742303150083</p>

*Case Study

“Fatima is a very caring teacher to his students and who would like to take them out for a lesson outdoors. With all, however, she considers this to be impossible due to the disastrous state of the natural environment in its community, including its important river. In fact, locals prefer to travel to other places from outside their region to spend time in nature.

Currently, the river is polluted with toxic waste from the nearby industry and household waste, such as plastics. The surrounding area resembles a landfill and requires restoration. The local community stays away from this part of the region, especially families and women. The abandoned state of this area transmits a feeling of insecurity and a lack of conditions healthy. Place decline is also associated with potential crime.

Starting from her vision, she began to look for the causes of deep issues of current sustainability related to this green area. She identified direct and indirect causes, emphasized anthropogenic causes, and classified them according to reversibility and complexity. In order to get a bigger picture, Fatima asked for the help of local council employees. They are responsible for the area and know what are the main sources of pollution.

Based on this information, she explored new avenues of change for his community, for example emphasizing local businesses and finding incentives to build a local centre of the economy circular.

At the same time, people should adopt styles of greener lifestyles, such as reducing the usage of single-use plastic and finally giving up completely on it, as well as the use of spaces of greens for more walks. In this sense, the investments public and private should give priority to the introduction of ecological public transport both for households and for businesses.

Although she was quite reluctant at first, she gave up going by car and started commuting to school by the bus. Along with a few parents, she submitted a petition to the school cafeteria for the dishes to be vegetarian, with one vegan option per day. She isn't, or at least she isn't yet vegetarian. In the morning, on Saturday, she



organized a treasure hunt for the whole community. The prize for collecting most waste included tools to promote pollinator conservation, such as daisies to be planted and tools of gardening - second hand.”

Evaluation

It has two components: Evaluation by a facilitator and this would be done throughout the activity by observation of skills improved, participation, interaction, and presentation skills as well as during the reflection. The participants through feedback do another evaluation provided, which would offer useful information for further improvements.

Transferability

Invite participants to discuss the potential use of the tools and skills. For example:

- Someone can transfer in their own daily work the digital instruments (Thinglink);
- Use the ideas as directions for personal “Green Attitude”;
- Become a person who inspires others to develop a proactive attitude towards protecting nature;
- Understand that information needs to be seen in context for which there were created;
- Capacity to analyse and select the activities, actions or small goals that are appropriate;
- Improved collaboration skills can be transferred to face to face and online collaborative work;
- Presentation skills are transferable and can be applicable in any other fields.



4. Jamboard – Collaborative work to evaluate information with CRAAP criteria

Objectives

This session is designed to help participants discover themselves, realize what are their goals in life, and how to contribute to a collaborative project.

By the end of this activity, the participants will be able to:

- Practice the process of connecting and collaborating with peers;
- Develop skills, knowledge, and attitudes;
- Take advantage of working in a team and use the collaborative results.

This tool offers participants the opportunity to actively participate in the digital world, improving competencies in two of the DigComp area of competences: Information and communication.

Use case

This activity can be implemented individually and/or collaboratively. The facilitator presents the concept of travelling, the concept of traveller versus tourist, and after the brainstorming “Where would I travel around the world?” write down all the answers on the mentimeter or flipchart. Then, one participant from each group chooses a travel destination from the list for a group, etc.

Each group makes a travel plan on the jamboard for the destination that was assigned to them looking for information on the internet, which they present to the audience.

By contributing and exchanging ideas, participants develop their own social skills, fully understand the benefits and challenges of personal development and self-knowledge, and they are able to **distinguish the areas of improvement** of their own competencies.

Method

Within this adult education non-formal educational activity, the proposed method is a collaborative project with the use of 5E instructional design. A combination of demonstrations, presentations, individual and collaborative work, brainstorming, as well as debriefing questions are included to allow participants to learn by doing and by exchanging information.

Theory

The Workshop is organized in such a way as to stimulate courageous conversations and the collective intelligence of the group, at the beginning, they will participate in the brainstorming “Where would I travel around the world?” and write down all the answers on the mentimeter or flipchart. Then, one participant from each group chooses a travel destination from the list for a group, etc.

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Each group makes a travel plan on the jamboard for the destination that was assigned to them looking for information on the internet, which they present to the audience.

In order to facilitate the conversation and discussions, give them some directions; these can be questions about what natural landscapes are in the targeted area, what tourist attractions are there for which the respective area is famous, what locally specific foods are there, traditions, customs, local music, etc.



Facilitation steps

TITLE: “Where would I travel around the world?”

Workshop scenario

Purpose	To offer participants the opportunity to actively participate in the digital world, improving competencies in two of the DigComp areas of competences: Information and communication., while creating an educational context to make adult learners quickly understand the importance of personal development and self-knowledge.
Time	1.5 - 2 hrs
Target group	Groups of 20-25 Adult learners
Objectives	<ul style="list-style-type: none"> - Practice the process of connecting and collaborating with peers; - Develop skills, knowledge, and attitudes; - Take advantage of working in a team and accessing the collaborative results.
Materials	Worksheet (paper bases) or Online App PPTs + Laptop + Video projector
Facilitation steps	<p>Engage (15 min)</p> <ul style="list-style-type: none"> - Introduce the activity, the scope, and objectives. The facilitator presents the concept of travelling, the concept of traveller versus a tourist. <p>Explore (15 min)</p> <p>In the next stage, they will participate in the brainstorming “Where would I travel around the world?” and write down all the answers on the mentimeter or flipchart. Then, one participant from each group chooses a travel destination from the list for a group, etc</p> <p>Explain (15 min)</p> <p>Explain and discuss with the audience the notions of traveller and tourist; ask them which tourist information sources they use in order to prepare a holiday, trip, etc. Give them the opportunity to share experiences, ensuring that all participants are comfortable with the subject. Use the PPT slides and present the sets of guiding questions for each term.</p> <p>Elaborate (45 min)</p>

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	<p>Each group makes a travel plan on the jamboard for the destination that was assigned to them looking for information on the internet, which they present to the audience. They can present information, pictures, videos, etc. about what natural landscapes are in the targeted area, what tourist attractions are there for which the respective area is famous, what locally specific foods are there, traditions, customs, local music, etc.</p> <p>https://edu.google.com/jamboard/</p> <p>Evaluate (20 min)</p> <p>Invite participants to reflect and discuss the results from the Jamboard. Ask each group to present their project to the audience. Invite the audience to add other things that they consider important and that were not mentioned before.</p> <p>Questions for debriefing:</p> <ul style="list-style-type: none"> - Were there any unexpected or surprising viewpoints shared by the participants? How did these viewpoints contribute to the understanding of other people's values? - What were the key insights or findings that stood out to you from the activity? - What is the smallest step you could take to get started on personal development?
Methods	<ul style="list-style-type: none"> - Demonstrations - Presentation - Individual and collaborative work - Brainstorming - Debriefing questions
Evaluation	<p>Collect feedback (10 min)</p> <p>Use NPS score to understand what they like, what can be improved, and what could be done differently:</p> <ul style="list-style-type: none"> - On a scale of one to ten, how likely are you to recommend our workshop to a friend or colleague? (1 being not likely at all -10 being very likely) - What do you like or appreciate most about our workshop? - How can we improve your experience? - What was missing in your experience with us?
References	<p>https://edu.google.com/jamboard/</p>



Evaluation

Evaluation has two components: Evaluation by the facilitator and would be done throughout the activity by observation of skills improved, participation, interaction, presentation skills as well as during the reflection. The participants through feedback do another evaluation provided, which would offer useful information for further improvements.

Transferability

Invite participants to discuss the potential use of the tools and skills. For example:

- Someone can transfer in their own daily work the digital instruments (Jamboard);
- Use the ideas as directions for personal development;
- Become a person who inspires others to discover their preferences for holiday;
- Understand that information needs to be seen in context for which there were created;
- Capacity to analyze and select the activities, actions or small goals that are appropriate;
- Improved collaboration skills can be transferred to face to face and online collaborative work;
- Presentation skills are transferable and can be applicable in any other fields.



5. Google Site - Digital portfolio for educators

Objectives

This session is designed to help participants discover themselves, realize what are their strengths and competencies, and how to contribute to a collaborative project.

By the end of this activity, the participants will be able to:

- Practice the process of connecting and collaborating with peers;
- Develop skills, knowledge, and attitudes;
- Take advantage of working in a team and use the collaborative results.

This tool offers participants the opportunity to actively participate in the digital world, improving competencies in two of the DigComp area of competences: Information and Safety.

Use case

This activity can be implemented individually and/or collaboratively. The facilitator presents the concept of identity, “Who am I?” by presenting the participants in pairs, to each other, for 2 minutes, and then the roles change. Furthermore, each participant makes his presentation in the form of a coat of arms.

Based on the presentations, the participants will create a website as a personal business card using the information from the personal presentation.

By contributing and exchanging ideas, participants develop the own social skills, fully understand the benefits and challenges of personal development and self-knowledge, and they are able to **distinguish the areas of improvement** of their own competences.

Method

Within this adult education non-formal educational activity, the proposed method is a collaborative project with the use of 5E instructional design. A combination of demonstrations, presentation, individual and collaborative work, as well as debriefing questions are included to allow participants to learn by doing and by exchanging information.

Theory

The Workshop is organized in such a way to stimulate courageous conversations and the collective intelligence of the group, at the beginning, they will present themselves in front of a colleague for 2 minutes, presenting what they want to be said about them, then the roles change between the 2 colleagues for another 2 minutes; then, each participant will introduce a colleague based on what his colleague told him.

In the next stage, each participant will prepare a presentation in the form of a coat of arms with the following contents:

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1. 3 things you do very well
 2. 2 things you would like to change/improve about yourself
 3. 2 things/traits for which those around you appreciate you
 4. personal goals for the future, one short-term and one long-term
- Or a personal SWOT at facilitator choice.

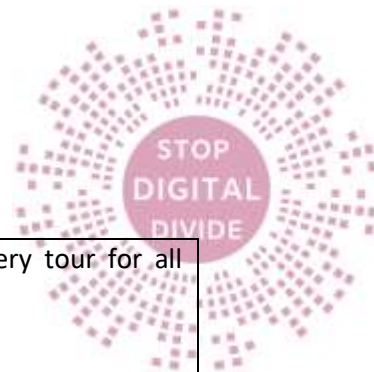


Facilitation steps

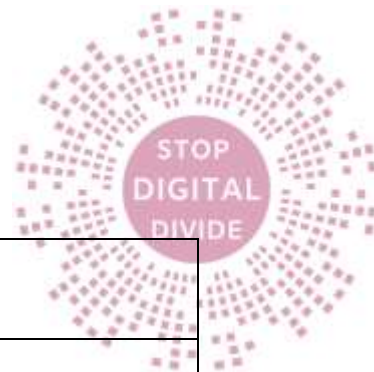
TITLE: “Let me introduce myself”

Workshop scenario

Purpose	To offers participants the opportunity to actively participate in the digital world, improving competencies in the two of the DigComp area of competences: Information and Safety., while creating an educational context to make adult learners quickly understand the importance of personal development and self-knowledge.
Time	1.5 - 2 hrs
Target group	Groups of 20-25 Adult learners
Objectives	<ul style="list-style-type: none"> - Practice the process of connecting and collaboration with peers; - Develop skills, knowledge, attitudes; - Take advantages of working in team and accessing the collaborative results.
Materials	Worksheet (paper bases) or Online App PPTs + Laptop + Video projector
Facilitation steps	<p>Engage (15 min)</p> <ul style="list-style-type: none"> - Introduce the activity, the scope and objectives. The facilitator divides the participants into groups of 2 people and asks them to make a short presentation to their colleague in 2 minutes who will answer the question "Who am I?" then the roles change between the 2 colleagues for another 2 minutes; then, each participant will introduce a colleague based on what his colleague told him. <p>Explore (15 min)</p> <p>In the next stage, each participant will prepare a presentation in the form of a coat of arms with the following contents:</p> <ol style="list-style-type: none"> 1. 3 things you do very well 2. 2 things you would like to change/improve about yourself 3. 2 things/traits for which those around you appreciate you 4. personal goals for the future, one short-term and one long-term



	<p>Or a personal SWOT at facilitator choice; followed by the gallery tour for all presentations.</p> <p>Explain (15 min)</p> <p>Explain and discuss with the audience about the notions of personal identity, professional identity. Give them the opportunity to share experiences, ensuring that all participants are comfortable with the subject. Use the PPT slides and present the sets of guiding questions for each term.</p> <p>Elaborate (45 min)</p> <p>Group activity. Form groups of 4–5 participants and ask the participants to create a website for their presentation. Invite each group to access the link in Google Site, discuss on those topics and to write the background, experiences, news etc.</p> <div data-bbox="402 792 1372 1220" data-label="Image"> A screenshot of a Google Site titled "SITE-UL MEU!". The site has a dark blue header with the title in white. Below the header, there are three main sections: "fundal" (background) featuring a video player with a red play button, "experiente" (experience) showing a group of people in a classroom, and "noutati" (news) showing a sunset. To the right of the site preview is a sidebar with various widgets like "Casetă text", "Imagini", "Incorporază", "Drive", and "Educație de conținut". </div> <p>https://sites.google.com/d/1eQ2o9DbZoq1Y3jCAKj71wSks7IkDRxHC/p/1wnAk-j7dy3BWUHT6BM7KPMa9khavEJ9a/edit</p> <p>Evaluate (20 min)</p> <p>Invite participants to reflect and discuss the results from the Google Site. Ask each group to present their Site to the audience. Invite audience to add other things that they consider important and there were not mentioned before.</p> <p>Questions for debriefing:</p> <ul style="list-style-type: none"> - Were there any unexpected or surprising viewpoints shared by the participants? How did these viewpoints contribute to the understanding of other person's values? - What were the key insights or findings that stood out to you from the activity? - What is the smallest step you could take to get started in personal development?
Methods	<ul style="list-style-type: none"> - Demonstrations - Presentation - Individual and collaborative work



	<ul style="list-style-type: none"> - Brainstorming - Debriefing questions
Evaluation	<p>Collect feedback (10 min)</p> <p>Use NPS score to understand what they like, what can be improved, what could be done different:</p> <ul style="list-style-type: none"> - On a scale of one to ten, how likely are you to recommend our workshop to a friend or colleague? (1 being not likely at all -10 being very likely) - What do you like or appreciate most about our workshop? - How can we improve your experience? - What was missing in your experience with us?
References	<p>https://sites.google.com/</p> <p>https://sites.google.com/d/1eQ2o9DbZoq1Y3jCAKj71wSks7IkDRxHC/p/1wnAk-j7dy3BWUHT6BM7KPMa9khavEJ9a/edit</p>

Evaluation

Evaluation has two components. Evaluation by facilitator and this would be done throughout the activity by observation of skills improved, participation, interaction, presentation skills as well as during the reflection. The participants through feedback do another evaluation provided, which would offer useful information for further improvements.

Transferability

Invite participants to discuss the potential use of the tools and skills. For example:

- Someone can transfer in own daily work, to the digital instruments (Google Site);
- Use the ideas as directions for personal development;
- Become a person who inspires others to discover their potential;
- Understand that information need to be seen in context for which there were created;
- Capacity to analyze and select the activities, actions or small goals that are appropriate;
- Improved collaboration skills can be transferred to face-to-face and online collaborative work;
- Presentation skills are transferable and can be applicable in any other fields.



6. PbWorks and Information

Objectives

The aim of the course is to show the broader context of digital competences. Based on DigComp, which defines five competency areas within which each citizen should develop.

The “Be a knowledge seeker and keep your treasure online: Pbworks” seeks to show how to use PbWorks platform to improve the information processing (retrieval, evaluation, storage) competence

After finishing this course, learners will be able to:

- Browse, search and filter data, information and digital content
- Evaluate data, information and digital content
- Manage data, information and digital content
- Apply ICT support for production and publication of digital learning resources
- Review and create plans / strategies relating to the introduction of IT for learning
- Define and critically reflect digital competencies
- Work on its own and in the team with the European Reference Framework
- Understand the relationship between the information society and digital competences

Use case

<https://www.pbworks.com/>

Using the PBworks platform in senior education can be an effective way to provide seniors with access to educational materials, enable online collaboration and learning, and encourage active participation in the educational process. Here are some ways PBworks can be used in senior education:

- Create a knowledge base: you can create a wiki on PBworks that contains useful information, guides and educational material tailored to seniors. This could include instructions on technology, healthy lifestyles, history, culture or other topics of interest to a group of seniors.
- Online courses: creating online courses on PBworks can enable seniors to learn anytime, anywhere. You can share videos, PDFs, quizzes and exercises, and seniors can access them using their computer or smartphone.
- Collaboration and information sharing: PBworks enables online groups and communities where seniors can share their knowledge, experiences and interests. This can create a conducive environment for interaction and mental activation.
- Project activities: Encourage seniors to participate in collaborative projects at PBworks. These can be community, history, arts, crafts or other projects. Working together on a project can be both educational and rewarding.
- Blogging and diaries: Seniors can keep their blogs or online diaries on PBworks, in which they will share their thoughts, reflections, life stories and creativity. This will allow them to express themselves and share their experiences with others.



- Events calendar: Use the PBworks calendar function to plan and promote educational events, lectures, workshops and meetings for seniors. This will allow seniors to keep track of upcoming events and participate in them.
- Support and technical assistance: Seniors may often need technical assistance in using the platform. Provide appropriate training and support to help them get started on PBworks.
- Accessibility facilities: Ensure that the platform is adapted to the needs of seniors in terms of user interface, font size and other accessibility features.

It is worth remembering that the education of seniors can be more effective when their individual needs and pace of learning are taken into account. Therefore, it is important to tailor the approach to specific groups of seniors and provide them with support in the educational process. PBworks can provide a valuable platform to achieve these goals.

Method

PBworks can be a useful tool for seniors' learning, especially in terms of collaboration, access to learning materials and monitoring progress. However, success depends on adapting the platform to the needs and skills of seniors and providing appropriate support and training.

Theory

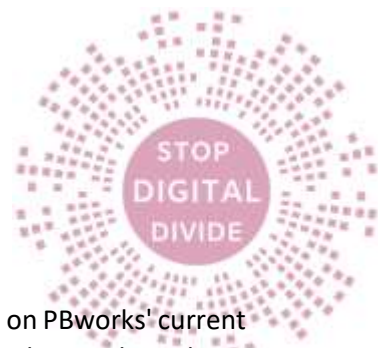
PBworks is a cloud-based platform, which means that it is not installed on a specific device like traditional software, but can be accessed online via a web browser. To start using PBworks, you don't need to install anything on your computer. Here's how to get started using PBworks:

1. Have internet access ready: Make sure you have internet access and a working web browser. PBworks works in most modern browsers such as Google Chrome, Mozilla Firefox, Microsoft Edge and Safari.
2. Open the PBworks website: In a web browser, go to the PBworks website, which is available at <https://www.pbworks.com/>.
3. Register or log in: If you already have an account on PBworks, you can log in using your email address and password. If you do not have an account, you will need to register by clicking on the appropriate option.
4. Choose a plan and get started: After logging in or registering, you will be able to choose the plan or version of PBworks that best suits your needs. PBworks offers various plans, including a free trial and paid plans with additional features. Select the plan that interests you and follow the instructions on the screen.
5. Get started: Once you have logged in and selected a plan, you will be able to start working with PBworks. You can create projects, documents, wikis and other learning resources and collaborate with others on this platform.
6. Navigating and using features: PBworks offers a variety of features such as creating wiki pages, sharing documents, creating tasks and much more. To learn how to use these features, you can use the instructions and help available on the website.



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“Stop Digital Divide”
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Please note that the specific registration and access process may vary slightly depending on PBworks' current terms and conditions, so it is always worth checking the latest information on the official PBworks website or contacting their customer support if you have any questions or concerns

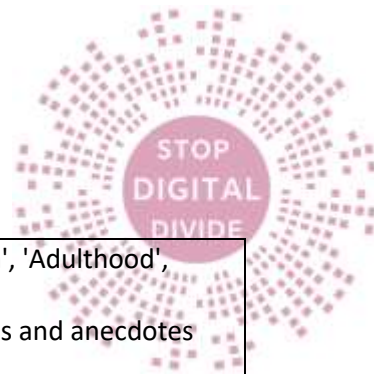


Facilitation steps

TITLE: PbWorks and information

Workshop scenario

Purpose	The PBworks platform is a flexible tool that can be adapted to different purposes. In the examples above, tasks are proposed that enable seniors to share their memories, collaborate with family or other seniors and create personalized resources. With PBworks' simple interface, seniors can easily manage and share content online.
Facilitation steps	<p>Here are some examples of tasks for seniors that can be carried out using the PBworks platform, with step-by-step descriptions:</p> <p>Exercise 1 Creating your own website: (30 minutes)</p> <p>Step 1: Log in to your PBworks account or register if you do not already have an account.</p> <p>Step 2: On the PBworks dashboard, click the "Create a new page" or "Create a new project" button.</p> <p>Step 3: Select a page or project template. For example, you can choose a website template.</p> <p>Step 4: Start editing your page, adding text, images and other elements. PBworks has a built-in WYSIWYG (What You See Is What You Get) editor, so no coding knowledge is required.</p> <p>Step 5: Add content such as a description of yourself, your interests, photos or life stories.</p> <p>Step 6: Click the 'Save' or 'Publish' button to share your website with other PBworks users or keep it private.</p> <p>Exercise 2. Creating a shared homework list with the family: (30 minutes)</p> <p>Step 1: Log in to your PBworks account and create a new project called 'Homework'.</p> <p>Step 2: Add a section for each person in the family, e.g. 'Grandma', 'Grandpa', 'Son', 'Daughter'.</p> <p>Step 3: Under each section, add a list of to-dos, such as shopping, housework or medication appointments.</p> <p>Step 4: Other family members can also log on to PBworks and mark tasks as completed.</p> <p>Step 5: Update the task list regularly so that everyone has access to the latest information.</p> <p>Exercise 3: Creating a shared family history: (30 minutes)</p> <p>Step 1: Create a new project on PBworks called 'Family History'.</p>



	<p>Step 2: Add sections for different periods of life, e.g. 'Youth', 'Adulthood', 'Family and Career'.</p> <p>Step 3: Under each section, describe your memories, stories and anecdotes from that period of your life.</p> <p>Step 4: Other family members can also add their memories and stories.</p> <p>Step 5: With PBworks, you can create a personalized family history that can be shared with other family members.</p> <p>Exercise 4: Creating an inventory of books read by seniors: (30 minutes)</p> <p>Step 1: Create a new project called 'My Favourite Books'.</p> <p>Step 2: Add sections for different book categories, e.g. 'Novels', 'Biographies', 'Criminals'.</p> <p>Step 3: In each category, add the titles of the books you have read, as well as short reviews or opinions about them.</p> <p>Step 4: Other seniors or family members can also add their favourite books and opinions.</p> <p>Step 5: Creating such a list will help to share book recommendations and exchange reading experiences.</p>
References	<p>https://www.pbworks.com/.</p> <p>https://martaeichelearning.wordpress.com/2011/10/31/pbworks-narzedzie-do-tworzenia-wiki/</p> <p><u>E-learning</u>: projektowanie, organizowanie, realizowanie i ocena. Metody, narzędzia i dobre praktyki</p>

Evaluation

Evaluation has two components:

Evaluation by facilitator: observation of skills improved, participation, interaction, presentation skills as well as during the reflection.

Feedback: Informal feedback at any time during the implementation of the course; Formal feedback; Formative feedback; Summative feedback; Learner peer feedback; Learner self-feedback.; Constructive feedback.

Transferability

The PBworks platform can be useful both in everyday life and at work. Below, I outline some of the ways PBworks can be used in different aspects of life:

In everyday life:

1. Organize your daily schedule: you can create a private wiki or project on PBworks to organize your daily schedule. You can create to-do lists, notes and reminders to help you manage your time better.



2. Creating a shopping list: Create a project called 'Shopping List' and share it with your family. Everyone can add products that need to be bought and mark them as purchased when they are bought. This will make grocery planning easier.
3. Medical data management: Seniors can use PBworks to store medical information such as medical history, medication list and test results. This makes it easier to track health and share this information with doctors.
4. Create a list of favourite recipes: Create a project with your favourite kitchen recipes and step-by-step descriptions. This will make it easier to find recipes and make cooking more fun.

At work:

1. Collaboration and project management: PBworks is the ideal tool for collaborating on projects as a team. You can create projects, share documents and tasks, monitor progress and communicate with colleagues.
2. Creating an internal wiki: Create an internal wiki for the company where you can store documentation, procedures, contact information and other important information for employees. This will make it easier to access relevant data.
3. Research project management: If you are working on a research project, you can use PBworks to organize notes, literature, research results and other materials. You can also collaborate with other researchers.
4. Marketing activities and campaign planning: PBworks can help plan marketing campaigns, store creative materials, analyse data and coordinate marketing activities.
5. Technical support and knowledge base: Create a knowledge base or support system where staff can find answers to frequently asked questions and solve problems.
6. Create reports and analyse data: Store business data and reports in PBworks to facilitate access to relevant information and analyse business performance.

The PBworks platform is a flexible tool that can be adapted to different needs both in everyday life and at work. With the ability to create projects, wikis, documents and tasks, PBworks helps to organize work and manage information effectively.



7. Communication with others

Objectives

The aim of the course is to show the broader context of digital competences. Based on DigComp, which defines five competency areas within which each citizen should develop.

The “Be a leader and share your ideas with others: WhatsApp Messenger” seeks to show how to use WhatsApp Messenger to improve the Communication and collaboration competence area.

After finishing this course, learners will be able to:

- Interact through digital technologies
- Share through digital technologies
- Engage in citizenship through digital technologies
- Collaborate through digital technologies
- Netiquette
- Manage digital identity
- Define and critically reflect digital competencies
- Work on its own and in the team with the European Reference Framework
- Understand the relationship between the information society and digital competences

Introduction

WhatsApp is a popular mobile messaging app that allows users to send text messages, voice messages, images, videos and other multimedia between each other. Here are some key features and information about WhatsApp:

1. Text communication: WhatsApp allows users to send text messages between each other. You can have one-to-one conversations or in groups.
2. Voice and video calls: The app also allows voice and video calls over the internet. Users can call each other for free using a Wi-Fi connection or mobile data.
3. Send files and multimedia: WhatsApp allows you to share images, videos, documents, audio files and other multimedia. Geographical location can also be sent.
4. End-to-end encryption: WhatsApp uses strong end-to-end encryption, which means that content sent between users is protected and cannot be accessed by third parties, even WhatsApp itself.
5. Statuses: Users can share short statuses or stories in the form of photos or videos, which are visible to their contacts for a limited time.
6. Groups: WhatsApp allows you to create groups where members can have group conversations, share files and coordinate as a team.
7. WhatsApp Business: there is also a version of WhatsApp Business that is designed for businesses. It allows you to communicate with your customers, share company information and offers, and manage your messages.
8. Cross-platform availability: WhatsApp is available on multiple platforms, including Android, iOS, Windows and computers, allowing users to use it on a variety of devices.

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9. Phone number as an ID: To use WhatsApp, you need a phone number. This is your ID in the app, which means you do not need to create a separate account or username.
10. Paid international calls: WhatsApp also allows you to call mobile and landline numbers around the world, but the cost of such calls may be related to your calling plan or provider charges.

WhatsApp is a widely used communication app around the world and offers a simple and convenient way for users to communicate with each other, whether for personal or business purposes.

Use case

WhatsApp can be a useful tool in educating seniors because it is easy to use and available on many devices. Here are some ways in which WhatsApp can be used in senior education:

1. Online courses: instructors can create groups on WhatsApp where seniors can participate in online courses. Instructors can upload learning materials, such as PDF files, photos or audio recordings, and provide guidance and answers to questions.
2. Share educational materials: Teachers can share learning materials with seniors, such as articles, notes or e-books that may be useful for learning. A digital library of learning materials can also be created.
3. Exercises and assignments: instructors can upload daily or weekly exercises and assignments to the WhatsApp group. Seniors can work on them at any time and send their answers in text messages or photos.
4. Discussion groups: Teachers can create discussion groups on WhatsApp where seniors can discuss learning topics, ask questions and exchange opinions. This can encourage active participation and knowledge sharing.
5. Support and questions: Seniors can use WhatsApp to contact instructors if they have questions or need help understanding the material. It is a quick and convenient way to get educational support.
6. Online diaries: seniors can keep online diaries on WhatsApp to record their thoughts, learning goals and progress. This can help monitor their own learning and motivate them to continue.
7. Participation in cultural events: WhatsApp can be used to inform seniors about cultural events, online conferences, webinars and other activities related to education and entertainment.
8. Mental exercises: Teachers can create tasks and puzzles to help seniors develop cognitive skills such as logical thinking or memory.
9. Sharing inspiration and interesting facts: Seniors can share interesting articles, videos or other educational information in a WhatsApp group, which can be a source of inspiration and intellectual development.
10. Summaries and repetitions: teachers can send seniors summaries of material or repetitions before exams or tests, which helps to consolidate knowledge.

Method

It is important to remember that not all seniors may be familiar with technology and WhatsApp, so it is important to provide adequate support and instruction on how to use this learning platform.



Theory

Installing WhatsApp on your phone and computer is relatively straightforward. Here are the steps you need to take to install WhatsApp on both devices:

Installing WhatsApp on your phone:

- Open the app shop: Go to the app shop on your smartphone. On Android devices this is the Google Play Store, and on Apple iOS devices it is the App Store.
- Search for WhatsApp: Type 'WhatsApp Messenger' in the search box and select the relevant app from the search results.
- Download and install: Click on the WhatsApp icon and select 'Download' or 'Install'. The app will be downloaded and installed on your phone.
- Setup: Once the installation is complete, launch WhatsApp. You will be asked to accept the terms of use and to enter your phone number for verification. You can then complete the configuration process by setting up your profile details etc.

Installing WhatsApp on your computer:

WhatsApp on a computer can be used via WhatsApp Web or WhatsApp Desktop. Here's how to do it:

WhatsApp Web:

- Open a web browser: Go to WhatsApp Web.
- Launch WhatsApp on your phone: Open WhatsApp on your phone.
- Use the QR code scanning function: in the WhatsApp app on your phone, go to options (three dots in the top right corner) and select "WhatsApp Web". Scan the QR code found on WhatsApp Web using your phone's camera.
- Link your account: After scanning the QR code, WhatsApp on the browser will be linked to your WhatsApp account on your phone.

WhatsApp Desktop:

- Download and install the app: Go to the WhatsApp Desktop download page and download the appropriate version for your operating system (Windows or macOS).
- Start the application: Once the application is installed, launch it on your computer.
- Scanning the QR code: open WhatsApp on your phone, go to options (three dots in the top right corner) and select "WhatsApp Web". Then scan the QR code that appears on the WhatsApp Desktop screen using your phone's camera.
- Link your account: After scanning the QR code, WhatsApp on your computer will be linked to your WhatsApp account on your phone.

You can now use WhatsApp on your phone and computer at the same time. Make sure you have internet access on both devices to keep your messages and contacts in sync.

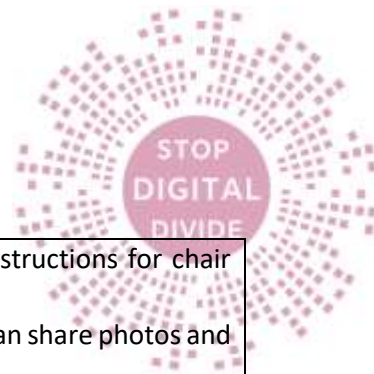


Facilitation steps

TITLE: Communication with others

Workshop scenario

Purpose	WhatsApp is primarily an app for text, voice and video communication, rather than a platform for physical exercise. However, there are ways you can use WhatsApp to organize simple exercises for seniors, especially when it comes to mental and relaxation exercises.
Facilitation steps	<p>Here are some ideas to use with groups of seniors. Each exercise lasts about 30 minutes.</p> <p>Exercise 1: Mental exercises: (30 minutes)</p> <ul style="list-style-type: none"> • Crosswords and sudoku: You can send crosswords or sudoku via WhatsApp as images or texts to solve. Seniors can spend time solving puzzles and exercising their minds. • Word games: Organize word games such as 'Hangman' or 'Guess the word'. Seniors can exchange words or letters to guess the password. <p>Exercise 2 : Relaxation exercises: (30 minutes)</p> <ul style="list-style-type: none"> • Yoga and meditation: Share short video or audio instructions for yoga or meditation sessions that seniors can do at home. WhatsApp allows sharing of audio and video files. • Breathing techniques: teach seniors simple breathing techniques to help relax the body and mind. You can send text instructions or audio recordings. <p>Exercise 3: Community exercises: (30 minutes)</p> <ul style="list-style-type: none"> • Topic discussions: Organize regular themed discussions on WhatsApp where seniors can share their views on topics ranging from hobbies to life stories. • Book clubs: If seniors enjoy reading, set up a virtual book club where you discuss selected books. <p>Exercise 4: Creative exercises: (30 minutes)</p> <ul style="list-style-type: none"> • Drawing and art: Encourage seniors to create drawings, paintings or handicrafts and share them via photos or short videos on WhatsApp. • Writing: seniors can share their stories, poems or memories via text messages. <p>Exercise 5. Movement exercises: (30 minutes)</p>



	<ul style="list-style-type: none"> ● Chair exercises: You can record short videos or instructions for chair exercises that are easy to do at home. ● Virtual walk: Organize virtual walks where seniors can share photos and descriptions of the places they go on walks.
References	https://www.whatsapp.com/?lang=pl_PL https://antyweb.pl/kanaly-whatsapp-juz-w-polsce-jak-z-nich-skorzystac https://www.wirtualnemedial.pl/artykul/kanaly-whatsapp-jak-wlaczyc-jak-obszernowac https://pl.wikipedia.org/wiki/WhatsApp

Evaluation

It has two components:

Evaluation by facilitator: observation of skills improved, participation, interaction, presentation skills as well as during the reflection.

Feedback: Informal feedback at any time during the implementation of the course; Formal feedback; Formative feedback; Summative feedback; Learner peer feedback; Learner self-feedback.; Constructive feedback.

Transferability

When organizing workshops and exercises on WhatsApp for seniors, it is important to tailor them to the skill level and interests of the participants. These activities can help keep seniors mentally and socially active and help them bond as a group.

WhatsApp is a versatile application that finds many uses in both work and senior living. Here are some of the ways WhatsApp can be used in these areas:

At work:

- Communication with the team: WhatsApp can be used to communicate with colleagues or team members. Seniors can use it to exchange information, coordinate projects and solve ongoing problems.
- Meeting and event planning: Seniors can organize meetings, telephone conferences or corporate events using WhatsApp. This tool makes it easy to set dates and times and inform participants of details.
- Sharing documents and files: WhatsApp allows you to send files, photos and documents, making it easy to share work-related information and material.
- Technical support: seniors can use WhatsApp to get technical support from their team or service providers.
- Monitoring current information: WhatsApp can be used to receive industry updates, news and work-related information.

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**In everyday life:**

- Keeping in touch with family and friends: WhatsApp is a popular tool for keeping in touch with loved ones. Seniors can use text messaging, voice and video calls to talk to family and friends, especially if they live far away from each other.
- Sharing photos and memories: WhatsApp allows seniors to share photos and memories with family and friends.
- Organizing family events: Seniors can use WhatsApp to plan family celebrations such as birthdays, anniversaries or Christmas gatherings.
- Communication with medical caregivers: WhatsApp can be used to contact medical caregivers or doctors for health advice and health monitoring.
- Participation in interest groups: Seniors can join thematic groups on WhatsApp that cover their interests, such as hobbies, culture, travel or sports.
- Online shopping: More and more companies are enabling communication with customers via WhatsApp, which can make it easier for seniors to shop online and get support from companies.
- Remote consultation and education: WhatsApp can be used to get advice and assistance from professionals, for example in health or education.

In summary, WhatsApp can serve many functions in both the work and life of seniors, making it easier to communicate, plan, share information and keep in touch with others. It is a useful tool for communicating and organizing daily life.



8. Content creation with Canva

Objectives

The aim of the course is to show the broader context of digital competences. Based on DigComp, which defines five competency areas within which each citizen should develop.

The “Canva in Your Hands: Share and Discover Visual Worlds” seeks to show how to use Canva to improve the Digital content creation competence area.

After finishing this course, learners will be able to:

- Develop digital content
- Integrate and re-elaborate digital content
- Understand Copyright and licences
- Use basic programming tools
- Define and critically reflect digital competencies
- Work on its own and in the team with the European Reference Framework
- Understand the relationship between the information society and digital competences

Introduction

Canva is a popular platform for graphic design and visual content creation. It is available in web browsers and as an app for various devices, including smartphones and tablets. Canva offers a wide range of tools and templates that allow users to design graphics, presentations, posters, banners, marketing materials, social media, invitations, greeting cards and many other visual elements.

Canva's main features and functions are:

1. Templates and designs: Canva offers hundreds of pre-made templates that make it easy to create different types of visual material. Users can customize these templates by adding their own content, graphics and colours.
2. Graphic editor: Canva has an intuitive graphic editor that allows you to create, scale, crop, rotate and modify images and text. Special effects and filters can also be added.
3. Resource library: Canva offers access to a huge library of resources such as images, icons, shapes, fonts and many other elements that can be used in projects.
4. Online collaboration: Canva allows multiple people to collaborate on a project in real time. It's a useful tool for teams working on graphic design projects.
5. Print and export: You can print your designs directly or export them to various formats such as PDF, PNG or JPEG.
6. Planning content for social media: Canva offers tools for designing content for social media, such as posts on Facebook, Instagram or Twitter.
7. Integrations: Canva offers integrations with other tools such as Dropbox, Google Drive and many others, making it easy to share and store projects.

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Canva is popular with individuals and businesses who need a graphic design tool but do not necessarily have advanced graphic design skills. It is used in areas such as marketing, education, web design, social media and many other contexts where creating attractive and effective graphics is important. Canva offers a free version, but also paid subscriptions that give access to additional features and resources.

Use case

Canva can be used effectively in senior education, both as a tool for creating teaching materials and for organizing learning activities. Here are some ways in which Canva can be used in senior education:

- Creating educational presentations: Seniors can use Canva to create presentations that help them share their knowledge on a variety of topics. They can add text, images and graphics to present information in an attractive and accessible way.
- Designing teaching materials: Canva can be used to design teaching materials such as posters, flyers, educational cards and infographics. This allows seniors to create their own learning tools or share them with others.
- Creating notes and study cards: Seniors can create study notes, flashcards and diagrams using Canva to help them remember information.
- Organizing courses and workshops: Seniors can use Canva to design posters and advertising materials to promote the courses and workshops they organize. They can also create course programmes and materials for classes.
- Creating visual schedules: Canva allows you to create visual schedules or timetables to help seniors keep track of their activities and responsibilities.
- Working on art projects: Seniors interested in arts and crafts can use Canva to create their artwork, posters or drawings.
- Creating albums and books: Seniors can use Canva to create visual photo albums, family memory books or autobiographies.
- Improving digital competences: By teaching seniors to use Canva, you can develop their computer and digital skills at the same time.
- Organizing competitions and group projects: Seniors can create group projects and competitions that involve other participants, and Canva can help design prizes and publicity posters.
- Creating visual summaries: After a course or activity, seniors can use Canva to create visual summaries or reports that highlight key points and lessons learned.

Method

Canva is available in web browsers and as a mobile app, making it accessible and easy for seniors to learn. It can be a useful tool for creating engaging learning materials and supporting learning in a group of seniors.

Theory

To install Canva on your computer and on your phone, follow the steps below:

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**Installing Canva on a computer:**

1. Open a web browser: Start the Canva installation process by opening any web browser on your computer.
2. Go to the Canva website: Type 'www.canva.com' in the address bar of your browser and press Enter.
3. Log in or create an account: If you already have a Canva account, log in by entering your login details. If you do not have an account, you can create a new one by clicking on the 'Create a free account' option or similar button.
4. Choose a plan: When you log in or create an account, Canva may ask you what type of plan you want. You can choose a free plan or possibly paid options if you need more advanced features.
5. Log in to your account: Once you've chosen your plan and got to Canva's main page, log in if you haven't already done so.
6. Use Canva online: Now you are ready to use Canva online without having to download and install any additional software. Simply work in your web browser.

Installing Canva on your phone:**For Android:**

1. Open the Google Play Store: Open the Google Play Store app on your phone.
2. Search for Canva: Type 'Canva' in the search box and press Enter.
3. Install Canva: Click on the Canva app in the search results and press the 'Install' button. Once the installation is complete, the app will appear on your phone.
4. Open Canva: After installation, open Canva and then log in or create a new account.
5. Use Canva on your phone: You can now use Canva on your phone.

For iOS (iPhone/iPad):

1. Open the App Store: Open the App Store app on your device.
2. Search for Canva: Type 'Canva' in the search box and press Enter.
3. Download Canva: Click on the Canva app in the search results and press the 'Download' button. Once the download is complete, the app will be installed on your device.
4. Open Canva: After installation, open Canva and then log in or create a new account.
5. Use Canva on your iPhone or iPad: You can now use Canva on your iOS device.

Canva is available for both desktop and mobile devices, so you can easily adapt it to your needs and work on projects both online and offline.



Facilitation steps

TITLE: Content creation with Canva

Workshop scenario

Purpose	Canva is a tool primarily for graphic design, so it is not a typical application for exercise or interactive activities with seniors. Nevertheless, you can use Canva to prepare educational or informational materials related to exercise and healthy lifestyles.
Facilitation steps	<p>Here are step-by-step examples of how to create such materials using Canva:</p> <p>Exercise 1: Poster with a series of exercises: (60 minutes)</p> <ol style="list-style-type: none"> 1. Log in to Canva on your computer or smartphone. 2. New project: Click on the "Create project" or "New project" button and select a poster format. 3. Adding text: Select the text tool and add the title 'Exercise series for health' and a short description. 4. Adding images: Use the 'Elements' or 'Photos' options in Canva to find images to illustrate different exercises, such as gymnastics, yoga or walking. 5. Layout of exercises: Move and arrange the exercise images on the poster. You can use the tools to crop, resize and rotate the images to fit your design. 6. Adding instructions: Add brief instructions below each exercise image, describing how to do the exercise. Use the text tools to adjust the font style and size. 7. Personalize your poster: Add additional graphic elements such as health icons or motivational quotes. 8. Save and print: When you have finished your project, save and print it. You can also share it with seniors as a PDF or image file. <p>Exercise 2: Infographic with health tips: (60 minutes)</p> <ul style="list-style-type: none"> ● Log in to Canva on your computer or smartphone. ● New project: Click the "Create project" or "New project" button and select the format of the infographic. ● Adding sections: Create several sections, each containing different health advice, for example 'Healthy diet' or 'Physical activity'. ● Adding icons: Use the tools in Canva to add appropriate icons to each section to illustrate the advice (e.g. a plate of food or a person exercising). ● Text and descriptions: Add short descriptions underneath the icons that explain why this advice is important and how to apply it.



	<ul style="list-style-type: none"> • Adding colour: Personalize the infographic with the right colours and fonts to attract attention. • Adding sources of information: If you are using scientific sources, add links to the information sources at the bottom of the infographic. • Save and share: Once the project is complete, save it and share it as a graphic or PDF file that can be shared with seniors.
References	https://www.canva.com/ https://widoczni.com/blog/najwiekszy-slownik-marketingu-internetowego-w-polsce/canva/ https://mrpost.pl/aktualnosci/co-to-jest-canva/

Evaluation

It has two components.

Evaluation by facilitator: observation of skills improved, participation, interaction, presentation skills as well as during the reflection.

Feedback: Informal feedback at any time during the implementation of the course; Formal feedback; Formative feedback; Summative feedback; Learner peer feedback; Learner self-feedback.; Constructive feedback.

Transferability

Canva is a versatile tool for creating graphics and designing educational materials that can be customised for seniors, especially when it comes to health and fitness education. Ensure materials are clear and visually appealing to make them more accessible to seniors

Canva can be used extensively in the daily lives and work of seniors, helping them in various areas. Here are examples of how Canva can be used in the daily lives of seniors:

At work:

- Creating presentations and documents: Seniors can use Canva to create presentations, reports or documents related to their work or interests. Canva offers a number of templates that make it easy to create professional materials.
- Designing marketing materials: If seniors run a small business or organization, Canva can be used to design flyers, banners, posters and other marketing materials.
- Creating graphics for social media: If seniors are involved in social media, they can use Canva to design attractive graphics for their posts and advertisements.
- Creating visiting cards: Business-minded seniors can design their own visiting cards using Canva.
- Documenting projects and activities: Canva can help seniors document their projects and activities by creating infographics, diagrams or presentations.

**In everyday life:**

- Creating invitations and greeting cards: Seniors can design invitations for birthdays, Christmas cards or cards for various family events.
- Photo albums: Canva is a useful tool for creating photo albums to collect memories and share them with family and friends.
- Personalizing gifts: Seniors can create personalized gifts such as posters with special photos or calendars with their families.
- Planning family events: The organization of family celebrations, such as birthdays or anniversaries, can be made easier with Canva, which helps to design invitations and decorations.
- Creating shopping lists: Canva can help you design personalized shopping lists or meal plans, which can be particularly useful when it comes to healthy eating.
- Creating diaries and notes: Seniors can design their own diaries or notes to help them track their daily goals and progress.
- Beautifying documents and letters: Canva can be used to create beautiful envelopes, letterheads and other documents.

Canva is available in web browsers and as a mobile app, making it an easy tool to customise for seniors. With a wide range of features and access to templates, Canva can help seniors create attractive and personalised materials and facilitate many daily and professional tasks.



9. Learning to be Cyber secure

Objectives

The aim of the course is to show the broader context of digital competences. Based on DigComp, which defines five competency areas within which each citizen should develop.

The "Become a digital security guard: Interlandia" seeks to show how to use Interlandia to improve the Safety competence area.

After finishing this course, learners will be able to:

- Protect devices
- Protect personal data and privacy
- Protect health and well-being
- Protect the environment
- Define and critically reflect digital competencies
- Work on its own and in the team with the European Reference Framework
- Understand the relationship between the information society and digital competences

Introduction

Embark on a quest to deny hackers, sink phishers, one-up cyberbullies, outsmart "over-sharers", and become a confident online explorer. Through these activities, students can learn the importance of exercising caution when using the Internet and have the opportunity to learn key terms. With in-game questions or tasks, students learn the importance of using the web correctly. Points are tabulated throughout the game, and at the end there is a short quiz to reinforce the main ideas of the "island." Get them right to earn more points! Once completed, the final score is displayed along with a recap of what was covered on the island. Complete the game and print out a certificate of achievement! Then, you can play the game again or move on to another island.

Let's have a look at each of the games within Interland, and learn how they can help students become Internet awesome! (<https://www.teq.com/be-internet-awesome/>)

"Interlandia: Play and Become an Internet Ace" is a game created by Google to educate children and young people about the principles of online safety. The game aims to promote informed and responsible use of the Internet and develop the skills needed to stay private and safe online.

Here are the main features and description of the game 'Interlandia: Play and become an Internet Ace':

1. Education about online safety rules: the game 'Interlandia' focuses on educating children and young people about online safety rules. It helps young users understand how to protect their personal information, what online behaviour is safe and what is risky.

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2. Child-friendly graphics: The game is designed in colourful and child-friendly graphics, making it attractive to younger players.
3. Interactive exercises: "Interlandia" offers interactive exercises and tasks that teach children about different aspects of online safety. Players have to make decisions and solve problems related to Internet use.
4. Five themed worlds: The game is divided into five different themed worlds, related to different aspects of online security, such as password security, online common sense or privacy. Each world has its own tasks to complete.
5. Fair Play Principles: The game promotes fair play, teaching children how to be responsible and respectful of other participants online.
6. Prizes and badges: Children can earn rewards and badges for completing tasks and achieving objectives in the game, which provides additional motivation.
7. Accessibility: the game 'Interlandia' is available online, which means that it can be played on multiple platforms, including computers, tablets and smartphones.
8. Free: The game is available free of charge, making it more accessible to a wide range of users.

"Interlandia: Play and Become an Internet Ace" is a valuable educational tool that helps children and young people understand the importance of online safety and develop the skills they need to protect their privacy and safety online. The game is attractive and engaging, making learning a pleasure.

Use case

The game 'Interlandia: Play and Become an Internet Ace' can be useful in educating seniors, especially when it comes to those who are unfamiliar with or need basic training in online safety. Here is how the game can be used in senior education:

- Online safety basics: Seniors who are new to the Internet can use the game "Interlandia" to learn the basics of online safety. The game presents the various dangers of using the Internet, such as phishing, unsafe passwords or sharing personal information, and then teaches how to defend against them.
- Learning about Internet terminology: During the 'Interlandia' game, seniors can learn about internet terminology such as passwords, emails, online privacy, phishing attacks etc. This can help them understand what other sources of information about online security are talking about.
- Exercising decision-making skills: The game requires players to make decisions in the context of online safety. Seniors can practise their skills in recognizing risks and taking appropriate action in case of threats.
- Data protection: Seniors can learn why it is important to protect their personal information and what steps can be taken to protect it. The game shows that it is dangerous to reveal too much information about yourself online.
- Problem-solving: "Interlandia" contains a variety of tasks that involve solving problems related to online safety. This can help seniors develop critical thinking and problem-solving skills.
- Self-assessment: the game allows players to assess their skills and progress in online safety. Seniors can track their achievements and progress in the game.
- Practice in a safe environment: "Interlandia" provides practical examples of online safety situations. Seniors can practice their skills in a safe, controlled gaming environment.

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Method

With the game 'Interlandia: Play and become an Internet Ace', senior citizens can gain basic knowledge and skills about online safety in an attractive and interactive way. This is important to help them use the Internet responsibly and protect their privacy.

Theory

The game 'Interlandia: Play and become an Internet Ace' is available online and is a browser-based educational game developed by Google. Here are the steps you can take to play this game:

Installation of the game "Interlandia: Play and become an Internet Ace":

1. **Open a web browser:** Start the installation process for the game "Interlandia" by opening any web browser on your computer.
2. **Go to the Interlandia website:** in the address bar of your browser, type "https://beinternetawesome.withgoogle.com/pl_pl/interland" and press Enter. This is the official website of the game "Interlandia".
3. **Start the game:** When you enter the "Interlandia" game page, you can choose which world you want to visit and play. Choose one of the five themed worlds and the game will start in the selected category.
4. **Play:** Click on the desired task or level and start the game. The game "Interlandia" is available without installation or download. You can play directly in your web browser.
5. **Learning and entertainment:** During the game, you will learn about online safety rules and practice your skills in an interactive way. The game combines education with entertainment.
6. **Progress monitoring:** As you play, you will be able to track your progress and achievements in online safety.
7. **Offline availability:** the 'Interlandia' game is available online, but can also be used in the form of printed educational material, which is available on the game's website.

The "Interlandia" game does not require traditional installation on a computer, as it is available as a browser-based educational game. You can run it in a web browser and use it directly on the "Interlandia" website, available at https://beinternetawesome.withgoogle.com/pl_pl/interland.



Facilitation steps

TITLE: Learning to be Cyber Secure

Workshop scenario

Purpose	The game 'Interlandia: Play and Become an Internet Ace' is primarily designed for children and young people to teach them about online safety rules. However, seniors can also benefit from this game, especially if they are just starting out on the Internet or need a basic reminder about online safety rules.
Facilitation steps	<p>Here are examples of tasks in the Interlandia game for seniors:</p> <p>Exercise 1: The world of "Password Bandits":</p> <ul style="list-style-type: none"> • Task: In this world, seniors can learn how to create and manage secure passwords. • Description: During the game, seniors are encouraged to create strong passwords that are difficult for potential online criminals to crack. They can also learn why it is important to avoid revealing passwords to others. <p>Exercise 2: The world of 'Privacy Common Sense':</p> <ul style="list-style-type: none"> • Task: This world teaches seniors how to protect their privacy online. • Description: Seniors will learn which information can be disclosed online and which should be kept to themselves. The game shows to be careful in sharing personal information online. <p>Exercise 3: The world of 'Fake News Bad Place':</p> <ul style="list-style-type: none"> • Task: This world helps seniors to recognize fake news and online spam. • Description: Seniors learn how to recognize fake news, scams and potential online threats. They can learn the typical characteristics of fake news and how to avoid clicking on suspicious links. <p>Exercise 4: The world of 'Hacks of Things':</p> <ul style="list-style-type: none"> • Task: In this world, seniors can learn about the dangers of IoT (Internet of Things) devices and how to protect them. • Description: The game educates seniors about the potential risks associated with internet-connected devices such as smart TVs and refrigerators. It teaches them how to protect their devices from hacker attacks. <p>Exercise 5: "Quotes As Passwords" world:</p> <ul style="list-style-type: none"> • Task: In this world, seniors can learn about using social media safely and recognizing online scams.



	<ul style="list-style-type: none"> • Description: Seniors learn how dangerous it can be to reveal too much information about themselves on social media and the risks of sharing private data online.
References	https://beinternetawesome.withgoogle.com/en_us https://beinternetawesome.withgoogle.com/pl_all/ https://sowiweb.com/edukacyjna-gra-dla-dzieci-bezpieczny-internet/

Evaluation

It has two components:

Evaluation by facilitator: observation of skills improved, participation, interaction, presentation skills as well as during the reflection.

Feedback: Informal feedback at any time during the implementation of the course; Formal feedback; Formative feedback; Summative feedback; Learner peer feedback; Learner self-feedback.; Constructive feedback.

Transferability

The 'Interlandia' game can be a useful educational tool for seniors who want to learn more about online safety rules or need a reminder of these rules. It promotes informed and safe use of the Internet, which is important for all age groups.

The game "Interlandia: Play and become an Internet Ace" can be useful in the lives and work of seniors in a variety of ways:

In the daily lives of seniors:

1. **Teaching the basics of online safety:** Seniors can use the game "Interlandia" to learn the basics of online safety, such as how to create strong passwords, how to recognize fake information or how to protect their online privacy. This helps them feel safer when using the Internet.
2. **Privacy:** The Game can help seniors understand why it is important to maintain online privacy and what steps to take to protect their personal information from unauthorized access.
3. **Understanding the risks:** Seniors can learn about the different types of online risks, such as phishing or spam, and what the typical features of online scams are. This helps them avoid online pitfalls.
4. **Avoiding scams:** the game teaches seniors how to recognize and avoid online scams, which can be particularly dangerous for older people.
5. **Gaining confidence:** By understanding online risks and gaining skills to protect themselves, seniors can gain confidence in using the internet.

In work or social activities of seniors:

Training course

Social coaching for adult digital integration

DOI: 10.5281/zenodo.10633643



1. **Remote working support:** Seniors who work remotely or use the Internet at work can use the skills they have learnt through the Interlandia game to make their online work safer.
2. **Educating others:** Seniors who are more advanced in their use of the Internet can use their knowledge and experience to educate other seniors about online safety, for example in senior clubs or educational classes.
3. **Developing communication skills:** The game 'Interlandia' can help seniors to develop online communication skills, which can be useful for connecting with friends and family via social media or instant messaging.
4. **Securing organizational data:** Seniors working in organizations or seniors' clubs can use online security expertise to protect the privacy of their members and avoid data breaches.

Overall, the game 'Interlandia: Play and Become an Internet Ace' can help seniors to understand the principles of online safety and develop the skills needed to use the Internet safely. This can help them feel more secure and protect their personal information in the online world, as well as contributing to the education of other seniors on the subject.



10. Problem-solving with Lumosity

Objectives

The aim of the course is to show the broader context of digital competences. Based on DigComp, which defines five competency areas within which each citizen should develop.

The “Become a problem-solving coach: Lumosity” course seeks to show how to use Lumosity to improve the Problem-solving competence area.

After finishing this course, learners will be able to:

- Solve technical problems
- Identify needs and technological responses
- Use creatively digital technologies
- Identify digital competence gaps
- Define and critically reflect digital competencies
- Work on its own and in the team with the European Reference Framework
- Understand the relationship between the information society and digital competences

Introduction

Lumosity is a popular learning platform that focuses on training the mind and improving cognitive functions such as memory, attention, logical thinking and other cognitive skills. The programme was developed by Lumos Labs and is available for both personal computers and mobile devices. Lumosity offers a variety of games and exercises that have been developed based on research into brain neuroplasticity, the brain's ability to adapt and learn throughout life.

Here are the main features and aspects of Lumosity:

1. Mind training: Lumosity offers a set of games and exercises to help train different aspects of cognitive function, such as short-term memory, attention, spatial thinking, speed of thought and problem solving.
2. Personalisation: After registering on the platform, users start with a series of tests that assess their current cognitive skills. Based on the results, Lumosity tailors a training programme to the user's individual needs.
3. Daily tasks: After testing, users are given a set of daily tasks to help them train their minds regularly and monitor their progress.
4. Statistics and progress tracking: Lumosity tracks user performance, producing graphs and statistics that show what skills have been improved and where improvements can be made.
5. Mobile access: Lumosity is available for mobile devices, allowing users to train their minds anywhere, anytime.
6. Competition and rankings: Users can compete with other players and check their place in rankings.
7. Scientific research: Lumos Labs conducts scientific research to evaluate the effectiveness of its exercises and games, which influences the continuous improvement of the programme.

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8. Subscriptions: Lumosity offers a free version with basic features, but also paid subscriptions that give access to additional games and tools.

Lumosity is a popular tool among people of all ages who want to keep their cognitive functions in good shape, train their mind and improve their intellectual performance. This helps not only in everyday life, but also in professional, scientific and educational fields. However, it is worth remembering that cognitive exercise should only be one part of looking after brain health, which also includes a healthy diet, physical activity and regular sleep.

Use case

<https://www.lumosity.com/> [exercise your memory]

Lumosity can be a valuable tool in the education of seniors, helping to train the mind and improve cognitive function. Here are some ways in which Lumosity can be used in senior education:

1. Developing cognitive skills: Seniors can use Lumosity to practice a variety of cognitive skills such as memory, attention, logical thinking, problem-solving and speed of thought. Regular exercise can help maintain and improve these skills.
2. Training customization: Lumosity offers customization of the training programme according to the user's individual skills and needs. This allows seniors to focus on the areas that require the most attention.
3. Daily tasks: Seniors can use the daily tasks in Lumosity as part of their routine, which helps them to train their mind regularly and monitor their progress.
4. Maintaining mental activity: It is important for many seniors to keep their minds active, especially in old age. Lumosity provides a variety of exercises to keep the mind active.
5. Motivation and engagement: with its gaming elements and competition with other players, Lumosity can be motivating for seniors, encouraging them to train their minds regularly.
6. Researching one's own progress: Lumosity tracks users' performance, allowing seniors to monitor their progress in various cognitive skills. This can be motivating and helps to consciously improve skills.
7. Learning support: If seniors are learning new skills or languages, regular mental training at Lumosity can improve their ability to absorb knowledge.
8. Integration with other activities: You can combine the use of Lumosity with other educational and cultural activities to create a more complete educational programme.
9. Training groups: Seniors can form training groups and competitions at Lumosity, which helps to build social bonds and keep them motivated to train.
10. Brain health: Using Lumosity can help keep the brain healthy and active, which is important for healthy and active ageing.

Method

It is important that seniors use Lumosity in moderation and with the understanding that mental training is part of overall health care, which also includes a healthy diet, physical activity and other aspects of self-care. Lumosity can be a valuable tool in this holistic strategy.

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Theory

Here are the steps you can take to install Lumosity on your computer and on your phone:

Installing Lumosity on a computer:

1. Open a web browser: Start the Lumosity installation process by opening any web browser on your computer.
2. Go to the Lumosity website: in the address bar of your browser type "www.lumosity.com" and press Enter.
3. Registration or login: If you already have an account on Lumosity, log in by entering your login details. If you do not have an account, click the 'Register' option or similar button to create a new account.
4. Plan selection: When you log in or create an account, Lumosity may ask you about your plan type. You can choose a free plan or possibly paid options if you need access to the full range of exercises and features.
5. Data entry: Depending on the plan selected, you may be asked to enter additional data, such as payment information.
6. Log in to your account: Once you have selected your plan and got to the Lumosity website, log in if you have not already done so.
7. Start training: Once you have logged in, you can start mental training with the various games and tasks available on the Lumosity platform.

Installing Lumosity on your phone:

For Android:

1. Open the Google Play Store: Open the Google Play Store app on your phone.
2. Search for Lumosity: Type 'Lumosity' in the search box and press Enter.
3. Install Lumosity: click on the Lumosity app in the search results and press the 'Install' button. Once the installation is complete, the app will appear on your phone.
4. Open Lumosity: After installation, open Lumosity and then log in or create a new account.

Start training: Once you have logged in, you can start mental training with the various games and tasks available in the app.

For iOS (iPhone/iPad):

1. Open the App Store: Open the App Store app on your iOS device.
2. Search for Lumosity: Type 'Lumosity' in the search box and press Enter.
3. Download Lumosity: click on the Lumosity app in the search results and press the 'Download' button. Once the download is complete, the app will be installed on your device.
4. Open Lumosity: After installation, open Lumosity and then log in or create a new account.
5. Start training: Once you have logged in, you can start mental training with the various games and tasks available in the app.

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European Union

“Stop Digital Divide”
2021-2-RO01-KA210-ADU-000048969



Now you can use Lumosity on your computer or phone to practice your cognitive skills and improve your brain function. Remember that Lumosity offers a free version with basic features, but also paid subscriptions that give you access to additional exercises and tools.



Facilitation steps

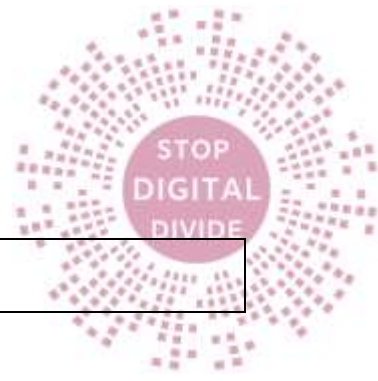
TITLE: Problem solving with luminosity

Workshop scenario

Purpose	These are the basic steps that seniors can take to familiarise themselves with the Lumosity game and begin their mental training. The platform offers many exercises and games, so seniors can tailor their training to their own needs and preferences. It is important that training is regular, as it is regularity that brings the best results in developing cognitive skills.
Facilitation steps	<p>Here are a few steps seniors can take to familiarise themselves with the Lumosity game and start using it:</p> <ol style="list-style-type: none"> 1. Registration or login: <ul style="list-style-type: none"> • Step 1: Open the Lumosity website or app on your computer or mobile device. • Step 2: Click 'Register' or 'Login', depending on whether you already have an account or not. • Step 3: Create a new account if you do not already have an account by entering your details, such as your name, email address and password. If you have an account, log in using your login details. 2 Initial test: <ul style="list-style-type: none"> • Step 4: After logging in, Lumosity may offer to start a baseline test to assess current cognitive skills. Seniors can take this test to get a starting point for their training. 3. Plan selection: <ul style="list-style-type: none"> • Step 5: After completing the initial test, seniors can choose a suitable training plan that can be tailored to their abilities and needs. They can choose a free plan or a paid plan if they want access to the full range of exercises. 4. start of training: <ul style="list-style-type: none"> • Step 6: Once the plan has been selected, seniors can start training by clicking on the relevant games and exercises available on the platform. They can start with daily tasks or choose specific exercises they want to do. 5. monitoring progress: <ul style="list-style-type: none"> • Step 7: Lumosity tracks seniors' progress in various cognitive skills. Seniors can monitor their performance by checking the graphs and statistics available on the platform. 6. Regularity of training: <ul style="list-style-type: none"> • Step 8: For best results, seniors can try to train their mind regularly. They can set themselves a fixed training schedule, such as every day for a set period of time. 7. examination of additional functions:



	<ul style="list-style-type: none"> Step 9: Seniors can explore the different games and exercises available on Lumosity and find out what skills are developed through each of these games. <p>8. support and motivation:</p> <ul style="list-style-type: none"> Step 10: If seniors wish, they can join a training group or competition to increase motivation and participate in competition with other players. <p>Here are examples of some step-by-step exercises from the Lumosity app that seniors can do:</p> <p>Exercise 1: "Coloring Book" Aim: To improve information processing speed and concentration. Step 1: Start a session of the 'Coloured Book' game at Lumosity. Step 2: You will see a page with coloured letters and numbers. Your task is to find a specific symbol, for example 'A', and click on it when it appears on the page. Step 3: The game will become increasingly challenging as the symbols get faster and faster. Your goal is to score as many points as possible before the session ends. Step 4: After completing the exercise, you can see your results and progress in terms of information processing speed.</p> <p>Exercise 2: "Mimóžensko-Možensko comparison". Aim: To practise logical thinking and reasoning skills. Step 1: Start a session of the game "Mimozhensko-Mozhensko comparison" in Lumosity. Step 2: You will see a set of two drawings showing different objects or scenes. Your task is to compare these drawings and indicate how they differ. Step 3: Make sure you analyse both sides carefully and find out if the differences are in shapes, colours or other details. Step 4: After completing the exercise, you can see your results and progress in terms of logical thinking.</p> <p>Exercise 3: "Remembering Forward" Goal: Training of short-term memory and attention. Step 1: Start a session of the Memory Forward game at Lumosity. Step 2: You will see a set of coloured blocks that flash in a specific sequence. Your task is to remember this sequence. Step 3: Once the sequence of blocks is complete, you must click on the same blocks in the exact order in which they appeared. Step 4: The game will become increasingly challenging as the sequences become longer and more complex. Step 5: Once you have completed the exercise, you can see your results and progress in terms of short-term memory.</p>
References	<p>https://www.lumosity.com/en/ https://antyweb.pl/aplikacja-nie-czyni-madrzejszym] https://www.programosy.pl/program,android-lumosity.html</p>



	https://en.wikipedia.org/wiki/Lumosity https://progsoft.net/pl/software/lumosity
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Evaluation

Evaluation has two components.

Evaluation by facilitator: observation of skills improved, participation, interaction, presentation skills as well as during the reflection.

Feedback: Informal feedback at any time during the implementation of the course; Formal feedback; Formative feedback; Summative feedback; Learner peer feedback; Learner self-feedback.; Constructive feedback.

Transferability

These examples of Lumosity exercises cover a variety of cognitive skills, such as information processing speed, logical thinking and memory. It is important to exercise these skills regularly to keep the mind in good shape. Seniors can adjust the difficulty of the exercises to their level and track their progress, making Lumosity a useful tool for mental training.

Lumosity.com bases all its brain exercises in extensive research; the scientific board includes scientists from institutions such as UCSF and Stanford.

Using constantly adapting challenges, Lumosity exercises strategically focus on areas of the brain such as memory, attention and processing speed.

Exercises are grouped according to training goals and (if applicable) medical conditions (ADHD, mTBI, Cancer Recovery, PTSD).

Lumosity can be used by seniors both at work and in their daily lives to improve their cognitive function and quality of life. Here are examples of how Lumosity can be used in these two spheres:

Using Lumosity at work:

1. **Improving productivity:** Working seniors can use Lumosity to improve their concentration, attention and speed of information processing. With regular mental training, they can be more productive and focused on their tasks.
2. **Problem Solving:** Lumosity includes exercises and games to help develop problem-solving and logical thinking skills. Seniors working in areas that require creative thinking can use these skills at work.
3. **Memory and organisation:** seniors who need to remember important dates, contact information or data can use Lumosity for memory training and organisation.
4. **Creativity:** those working on creative projects, such as graphic design, writing or art, can use Lumosity to boost their creativity and creative thinking.



The use of Lumosity in everyday life:

1. **Maintaining a healthy mind:** Lumosity can help seniors maintain an active and healthy mind in old age, which affects their overall quality of life.
2. **Maintaining independence:** Improving cognitive function can help seniors maintain their independence in daily life, enabling them to cope more effectively with everyday situations.
3. **Entertainment:** playing Lumosity can provide a form of entertainment and relaxation for seniors. With a variety of games and exercises, they can spend their time in an engaging and rewarding way.
4. **Social contact:** seniors can form training groups in Lumosity or compete with other players, which can foster social bonds and relationships.
5. **Cognitive activity:** Lumosity may help seniors to maintain cognitive activity after retirement, which may prevent cognitive decline.

Overall, Lumosity provides a mental training tool that can be tailored to the individual needs and preferences of seniors both at work and in their daily lives. With regular mental training, they can improve their quality of life, their ability to cope with daily challenges and maintain their independence in old age.

Alternatives to Lumosity

Puzzle Command



Puzzle Command exercises the brain every day. Play over 12 brain teasing games on almost any device. Perform training exercises to improve memory, attention and overall cognitive ability. A new unique puzzle is published every day. C... Free Android Tablet iPad iPhone Web-Based Android

Memory Booster



Memory Booster is one of the best games to boost memory, to increase memory power. - The main factor of Memory Booster affects your memory. - Memory Booster for kids is a board game that helps develop memory skills. - More p...

Free iPad iPhone

Remember Repeat



Improve your memory while playing Remember Repeat. Remember Repeat is a puzzle game where you have to remember a pattern of blue blocks, and after they disappear you have to repeat the pattern. It's a memory puzzle that forces you to work quickly with your memory....

Free Android

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KOGNITIVO



Analyse cognitive activity based on several short games. Each test is based on four different areas: analytical skills, attention, reaction and memory. Each test lasts no longer than two minutes. As a result, the cognitivo ...

Freemium Android Tablet Kindle Fire Android

Brain N-Back



It is a simple Brain Workshop clone, supporting any combination (position, sound, colour, image).

Free Android

IQ Test - How intelligent are you?



The Intelligence Quotient (IQ) test app allows you to get a basic IQ score and compare it with other users' scores, as well as challenge your friends on Facebook, Twitter, Google+, Gmail and other social networks. - No requirements...

Free Android

Vegetables Sharks



Help the sharks eat all the vegetables! Sharks are hungry and want to eat! Only vegetables can give them the strength and vitamins they need. Therefore, you must help them eat all the vegetables, which requires your memory and perception skills! How many rounds of feeding can ...

Free Personal Android

Memo-Shaper



This game is a great way to train and improve visual memory, intelligence, concentration and organisation. This logic puzzle game is designed for children and adults because daily memory training is important at any age: when you are m...

Freemium Android Tablet



Poly Path



Poly Path is a game of focus and attention. Change paths to guide your little guys to the right place! Over 100 levels to master Addictive gameplay Collect stars based on your performance Unlock rewards with your stars C...

Free Android

Memory Buster



Find and combine matching cards in this fantastic adventure with many different levels. Find 3 cards in a row to create a special move. Play with time or a limited number of moves. Prove your skills when you need to find specific k...

Free Android

BrainScale.net



Dual N-Back, CWM, Mental Math and other exercises online with top results rating and progress statistics.

Freemium Web-Based

Sum Fun



A fun number puzzle to train your brain! How to play: - Take a number and add it to the board - If it matches the last digit of your neighbours' sum, they get blown up! - Repeat until the board is empty - Compete with friends to see...

Free iPad iPhone

Evolve - Brain Games and Cognitive Training Lite



Evolve is a cognitive training app with mini-games designed to train the mind. Evolve is divided into six areas: reaction, logic, memory, concentration, language and multitasking. Evolve prepares exercise sessions for you, pro...

Freemium Android

BrainHQ



Think faster, focus better, remember more - with the clinically proven Brain HQ brain fitness exercises

Freemium Web-Based

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Animal trail



The forest animals are hungry and you must lead them to their lunch! Set the right path for the cute fluffy animals to reach their favourite food. It's a frantic, fun game of multi-tasking! Tap the fork to create the right route for your animal friend...

Commercial Android

BrainMania



BrainMania is a fun and educational game that tests and improves logical thinking, mathematics, reaction time, hand-eye coordination and many other important tools. BrainMania does not require any special knowledge, so anyone can play it. Function ...

Freemium Android Tablet iPad iPhone Android

BrainExer



Improve your cognitive skills, memory and attention through brain training exercises

Free Web-Based Android

Eyeq

The eyeQ programme uses dozens of scientifically proven exercises to train your eyes and brain to read and process information faster. See yourself improve as the programme automatically adjusts based on your performance. Sta...

Commercial Web-Based

2x2 - Train your brain



An easy puzzle game to master maths skills and prove that you haven't missed school after all! Amazing benefits: - Easy gameplay. Download and play straight away. - Offline access. Whether you're in the air or after ...

Free iPad iPhone

NeuroArcade

Training course

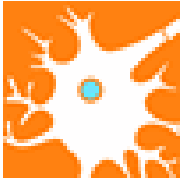
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Co-funded by the
European Union

“Stop Digital Divide”
2021-2-RO01-KA210-ADU-000048969



A huge library of free brain games.

Free Web-Based



11. Storytelling with Storydice

Objectives

Storytelling with Storydice is a dynamic approach used in adult education and coaching to equip learners with the skills to effectively use digital tools for creative expression.

This engaging session aims to familiarize participants with the concept of STORYTELLING THROUGH STORYDICE, highlighting its significance and demonstrating collaborative project creation.

Participants will gain insights into the key elements that constitute a compelling narrative, discover its advantages, and delve into the process of crafting collective story projects.

Through this session, participants will also explore opportunities for peer interaction and draw inspiration from various existing projects. This tool finds its most valuable application during the Elaborate and Explore phases of learning, aiding adults in mastering digital instruments for innovative storytelling endeavors.

The use of Storydice encourages imagination and creativity, while the use of Google Drive allows participants to develop basic digital skills such as word processing and file sharing. By combining these two elements, participants can create a unique and personal story that they can share with others, receiving feedback and further developing their skills.

Use case

The activity can be developed in groups or individually. Present the concept of Storydice and its application in storytelling. Encourage participants to engage in creative storytelling exercises using Storydice to enhance their **communication, collaboration, and digital literacy skills**. The activity can be conducted both online and face-to-face, allowing participants to practice their skills in various contexts.

Method

Employ a learner-centered approach, encouraging participants to actively participate in discussions and group activities. Use a combination of lectures, interactive exercises, and group discussions to facilitate learning. Provide opportunities for participants to share their experiences, ideas, and stories, fostering a collaborative learning environment.

Theory

- **Introduce the digital tool and its functioning: how to use Storydice**
 1. Download and Install: Visit the app store on your mobile device (iOS or Android) and search for "Storydice." Download and install the Storydice app on your device.
 2. Launch the App: Open the Storydice app from your device's home screen.

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3. **Shake the Device:** Shake your device to roll the virtual Storydice. The dice will display various images or symbols associated with storytelling prompts.
4. **Interpret the Images:** Examine the images displayed on the rolled dice. Each image represents a different storytelling element, such as a character, setting, object, or action.
5. **Create a Story:** Use the rolled images as prompts to create a unique story. Combine the elements from the dice into a cohesive narrative, incorporating characters, settings, and actions represented by the images.
6. **Repeat the Process:** If desired, shake the device again to roll the dice and generate new storytelling prompts. Use the new set of images to create another story.

- **Explain the essential elements to know to write a story**

This section covers the theoretical aspects of storytelling, emphasizing the importance of narratives, characters, plot development, and engaging storytelling techniques. Introduce various storytelling formats and styles to broaden participants' understanding and inspire their creativity.

In the theoretical aspects of storytelling, it's essential to delve into the key components that make stories compelling and engaging. Here are some additional details you can include:

1. **Narratives:** Explain the concept of narratives and their role in storytelling. Narratives are the backbone of a story, providing a structure that connects events, characters, and themes. Discuss the elements of a narrative, such as exposition, rising action, climax, falling action, and resolution.
2. **Characters:** Highlight the importance of well-developed characters in storytelling. Characters bring the story to life and help audiences connect emotionally. Discuss the significance of character traits, motivations, and conflicts in driving the plot forward. Explore different character archetypes and the impact they have on storytelling.
3. **Plot Development:** Discuss the process of plot development and how it creates tension, suspense, and interest in a story. Explain the different plot structures, such as the traditional three-act structure (beginning, middle, and end) or alternative structures like nonlinear narratives. Emphasize the importance of pacing, foreshadowing, and plot twists to maintain audience engagement.
4. **Engaging Storytelling Techniques:** Introduce participants to various storytelling techniques that captivate and hold the audience's attention. Examples include vivid descriptions, dialogue, sensory details, and figurative language. Discuss the power of storytelling devices such as flashbacks, foreshadowing, symbolism, and irony in enhancing the storytelling experience.
5. **Storytelling Formats and Styles:** Expand participants' understanding of storytelling by introducing different formats and styles. Discuss traditional formats like short stories, novels, and oral storytelling, as well as contemporary formats such as digital storytelling, interactive narratives, and transmedia storytelling. Explore various storytelling styles, such as humorous, suspenseful, inspirational, or personal narratives, to inspire participants' creativity.



6. **Audience Engagement:** Emphasize the importance of considering the target audience when crafting a story. Discuss techniques to engage and connect with the audience, such as creating relatable characters, incorporating universal themes, and addressing the audience's emotions, values, and interests.

Provide a set of suggested themes for writing the story: Inspired by the vibrant tapestry of European issues and priorities, offer a selection of captivating topics for the storytelling journey:

- Environmental sustainability
- Digital innovation
- Cultural heritage
- Social inclusion
- Gender equality
- The importance of education

Each topic reflects an essential facet of the European Union's landscape, inviting the participant to infuse his storytelling prowess with societal significance and creative ingenuity.



Facilitation steps

TITLE: Storytelling with Storydice

Workshop scenario

Time	2 hours
Target group	Adult learners with low digital skills
Materials	<ul style="list-style-type: none"> • Storydice (can be purchased online or made with images/symbols on dice) • Digital notes • Computers or tablets with internet access • Google Drive accounts for each participant • Projector and screen for displaying instructions and examples
Facilitation steps	<p>Introduction (10 minutes)</p> <ul style="list-style-type: none"> • Welcome participants and explain the purpose of the activity • Show examples of storytelling and explain the importance of storytelling in communication and learning • Introduce the concept of Storydice and how it can be used to generate stories • Divide participants into small groups (3-4 participants per group) <p>Topic Selection (5 minutes)</p> <ul style="list-style-type: none"> • Offer participants a selection of captivating European topics (described above), each reflecting vital EU themes and priorities. • Encourage each group to choose a topic that resonates with their interests and passions for their storytelling journey. <p>Storydice Activity (30 minutes)</p> <ul style="list-style-type: none"> • Provide each group with Storydice app and digital notes • Instruct participants to roll the dice and create a story based on the pictures or symbols that appear according to the chosen topic • Encourage participants to be creative and imaginative, and to collaborate with their group members to create a coherent and engaging story • Allow 20-25 minutes for participants to create their stories <p>Digital Story Writing (30 minutes)</p>



	<ul style="list-style-type: none"> • Instruct participants to create a Google Drive account (if they don't already have one) • Provide a brief tutorial on how to use Google Drive for writing and sharing documents • Instruct participants to use Google Drive to write their story from the previous activity • Allow 20-25 minutes for participants to write their stories <p>Sharing and Feedback (20 minutes)</p> <ul style="list-style-type: none"> • Instruct participants to share their stories with their group members using Google Drive • Encourage group members to read and provide feedback on each other's stories, focusing on the clarity of the moral/message and the overall creativity and coherence of the story • Allow 10-15 minutes for group members to share and provide feedback on their stories <p>Wrap-up (10 minutes)</p> <ul style="list-style-type: none"> • Thank participants for their participation and encourage them to continue practicing their storytelling and digital skills • Provide any final feedback or suggestions for improvement
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Evaluation

- How do you feel about the story you and your group created using Storydice?
- Were there any surprising twists or elements that emerged during the storytelling process?
- How did collaborating with others during the Storydice activity impact your storytelling experience?
- What did you find most rewarding about working together to craft a story?
- How did using Storydice and digital tools impact your comfort level with creative expression in a digital format?
- Did the incorporation of digital elements enhance your storytelling experience?
- What aspects of your storytelling skills would you like to improve upon or refine in future activities?
- How might the skills and insights gained from this Storydice activity be applicable to other aspects of your personal or professional life?
- Can you envision scenarios where collaborative storytelling and digital tools could play a role in your future endeavors?

Transferability

Discuss how participants can apply their storytelling skills in real-life scenarios, such as professional presentations, public speaking engagements, or content creation for social media. Emphasize the

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transferability of skills developed during the course to different contexts, and encourage participants to explore and leverage these skills in their personal and professional lives.



12. Trainers for a day through the use of Genial.ly

Objectives

This practical lesson aims to promote critical thinking and media literacy skills among adults with low digital skills, with a specific focus on the theme of disinformation and fake news. By using Genial.ly, an online interactive content creation tool, the participants will be able to design engaging and informative content about this topic and practice their digital skills at the same time.

They will also be empowered with the skills needed to become adept trainers capable of designing captivating training sessions using the Genial.ly platform.

In addition to the development of content creation skill, through collaborative and interactive activities, the participants will also develop their ability to analyse and evaluate disinformation and fake news stories, and to raise awareness about their risks and impacts on society and individuals.

Overall, the objective of this activity is to empower the participants to become trainers for a day, who can share their knowledge and insights about media literacy with their communities and networks.

Use case

Group. Introduce participants to the concept of becoming "Trainers for a Day" and utilize the Genial.ly platform to facilitate their experience. This activity can be conducted both online and face-to-face, allowing participants to develop their digital skills, presentation skills, and creativity while taking on the role of trainers.

It provides an interactive and engaging approach to learning, encouraging active participation and collaboration among participants.

Method

The method used by adult educators in this lesson plan will be learner-centred and interactive, with a focus on collaborative and experiential learning. It will provide opportunities for participants to actively engage in discussions, hands-on activities, and group exercises.

The facilitator will provide a brief tutorial on how to use Genial.ly, but the participants will be encouraged to explore and experiment with the tool themselves, with the facilitator providing guidance and feedback as needed. The activities will be designed to promote active engagement and participation, such as working in pairs or small groups to create interactive content and analyse disinformation and fake news stories.

To accommodate for participants with low digital skills, the facilitator will also provide additional support and guidance as needed, such as explaining technical terms, demonstrating step-by-step procedures, and providing extra time for hands-on practice. The facilitator will also encourage the participants to share their knowledge and experiences, and to learn from each other's perspectives and insights. Finally, the facilitator will provide opportunities for feedback and reflection, to help the participants consolidate their learning and apply it to their daily use of digital media.

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Theory

The theoretical foundation that underpins the interactive presentation activity on the topic of disinformation and fake news draws inspiration from constructivism, active learning, and media literacy theories. This activity is strategically designed to engage participants in experiential and collaborative learning, fostering the development of content creation skills, information selection abilities, and data literacy proficiency. The following theories contribute to the pedagogical structure of this activity:

Constructivism: Rooted in the works of Jean Piaget and Lev Vygotsky, constructivism emphasizes that learners actively build their understanding by interacting with their environment and reflecting on experiences. In this activity, participants take on the role of content creators, constructing their interpretations of disinformation and fake news. Through hands-on interaction with the Genial.ly platform, participants synthesize their understanding of media literacy concepts and apply critical thinking to select and present examples of fake news. This approach encourages participants to take ownership of their learning and construct their knowledge within a social context.

Active Learning: Building on the works of educational theorists like David Kolb, active learning emphasizes learning through doing, reflecting, and experiencing. The interactive presentation activity embodies this principle by requiring participants to actively create content. By engaging in the process of selecting, analysing, and presenting examples of fake news, participants experience first-hand the challenges and nuances of media manipulation and misinformation. This active engagement cultivates deeper comprehension and critical thinking as participants grapple with the complexities of media content.

Media Literacy and Information Literacy: Incorporating elements of media literacy theory, this activity addresses the development of participants' ability to critically analyse and evaluate media content. Participants select and present examples of fake news, requiring them to assess the credibility, accuracy, and intentions behind the information. Furthermore, information selection and data literacy skills come to the forefront as participants sift through various sources to choose examples that best illustrate disinformation tactics. This aligns with the overarching objective of fostering informed and discerning consumers of media.

Exploration and Elaboration Phases: The use of the Genial.ly platform in the exploration and elaboration phases aligns with the experiential learning theory. By exploring the tool's capabilities and experimenting with content creation, participants actively construct their understanding of effective communication and presentation strategies. The elaboration phase involves refining their interactive presentations, fostering a cycle of reflection, adaptation, and improvement that parallels the experiential learning process.

Through the interplay of these theoretical perspectives, participants engage in a dynamic learning experience that transcends traditional lecture-based methods. By becoming content creators and utilizing Genial.ly as a tool, participants synthesize knowledge, hone critical analysis skills, and develop information selection proficiency. The activity's structure reflects a learner-centred approach, where participants take ownership of their learning journey, transforming them into active participants in the realm of media literacy and disinformation awareness.

Introduce the digital tool and its functioning: how to use Genial.ly

1. Create an Account:

- Visit the Genial.ly website (www.genial.ly) and click on the "Sign Up" or "Get Started" button.

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- Fill in the required information to create your account, such as your name, email address, and password.
- Alternatively, you can sign up using your Google or Facebook account.

2. Explore the Dashboard:

- Once you have created an account and logged in, you will be directed to the Genial.ly dashboard.
- Familiarize yourself with the dashboard interface, which typically displays your saved projects and options for creating new content.

3. Create a New Project:

- Click on the "Create New" or "New Project" button to start a new project.
- Choose a template: Genial.ly offers a wide range of customizable templates for various purposes. Browse through the template options and select one that suits your project goals.
- Customize the project: Once you have selected a template, you can start customizing it. Edit text, add images, videos, icons, shapes, buttons, and interactive elements to your project using the user-friendly drag-and-drop editor.
- Modify the design: Customize the project's design by selecting different color schemes, fonts, backgrounds, and layouts to align with your branding or desired visual aesthetics.

4. Add Interactivity:

- Genial.ly allows you to add interactive elements to your project, enhancing engagement and interactivity.
- Explore the interactive features available, such as quizzes, polls, surveys, hotspots, pop-ups, navigation buttons, and animations.
- Click on the "Interactive" or "Add Interactivity" option to access the interactive elements library and select the ones that fit your project's objectives.

5. Embed Media:

- Incorporate multimedia elements to enrich your project.
- Click on the "Media" or "Add Media" option to insert images, videos, audio files, or other media directly into your project.
- You can upload media files from your computer or choose from the Genial.ly media library.

6. Customize Navigation:

- Configure the navigation settings of your project to create a seamless user experience.
- Define the order in which the content will be presented and set up navigation buttons or menus to allow users to navigate between sections or pages.

7. Preview and Publish:

- Use the preview feature to review your project and ensure everything is as intended.
- When you are satisfied with your project, click on the "Publish" or "Share" button.



- Choose your preferred publishing options: You can publish your project as a standalone webpage, embed it on your website or blog, or share it directly through social media channels or email.

8. Collaboration and Sharing:

- Genial.ly offers collaboration features that allow you to work on projects with others.

Creation of 3 summary infographics by using Genial.ly to explain the theoretical and practical content to learners:

- Constructivism, active learning, and media literacy theories
- How to use Genial.ly
- The different tools to distinguish fake news



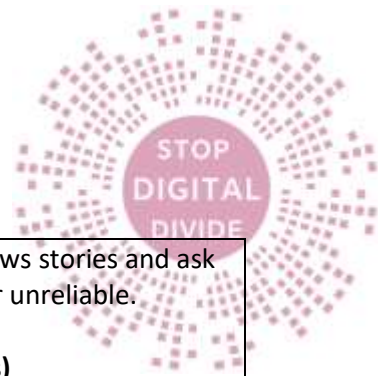
Facilitation steps

This section contains the explanation on the use of tools and materials and how to implement the activity, in order to keep the target group involved and contribute to skills improvement.

TITLE: Trainers for a day through the use of Genial.ly

Workshop scenario

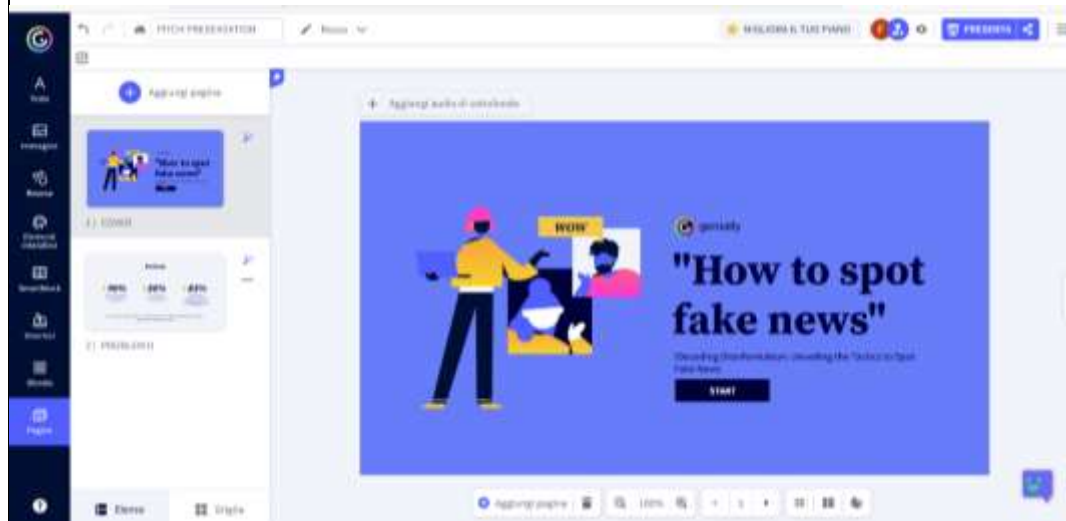
Time	1h40
Target group	Adult learners with low digital skills
Objectives	<ul style="list-style-type: none"> • To promote critical thinking and media literacy skills among adults with low digital skills through the use of Genial.ly, an online interactive content creation tool. • To raise awareness about the risks and impacts of disinformation and fake news on society and individuals.
Materials	<ol style="list-style-type: none"> 1. Computers or tablets with internet access: The participants will need access to a computer or tablet with internet access to use Genial.ly and search for online resources related to the theme of disinformation and fake news. 2. Genial.ly account: The participants will need to create a free account on Genial.ly to access the platform and create interactive content. The facilitator may need to provide guidance on how to create an account and use the platform. 3. Online resources: The facilitator will need to provide access to online resources related to the theme of disinformation and fake news, such as news articles, videos, and infographics. These resources can be curated in advance or searched for collaboratively with the participants. 4. Presentation tools: The participants may need to use presentation tools such as PowerPoint or Google Slides to organize their content and ideas before creating interactive content on Genial.ly. 5. Feedback forms: The facilitator may need to prepare feedback forms or surveys to gather feedback from the participants on their learning experience and the effectiveness of the lesson plan.
Facilitation steps	<p>Introduction (10 minutes)</p> <ol style="list-style-type: none"> 1. Welcome the participants and introduce yourself as the facilitator. 2. Explain the objective and relevance of the lesson, and ask the participants about their previous knowledge and experiences with disinformation and fake news.



3. Share some examples of recent disinformation and fake news stories and ask the participants to identify what makes them misleading or unreliable.

Activity 1: Creating Interactive Content with Genial.ly (40 minutes)

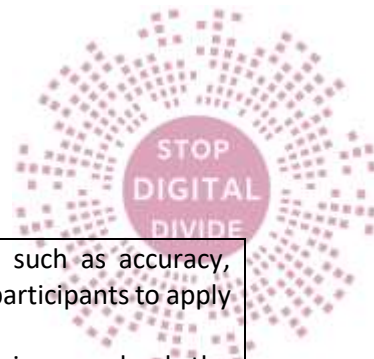
1. Explain that the participants will be working in pairs or small groups to create interactive and engaging content about a topic related to disinformation and fake news, using Genial.ly.
2. Provide a brief tutorial on how to use Genial.ly, including how to choose templates, add text and multimedia elements, and create interactive features such as quizzes, polls, and hotspots.
3. Assign each group a specific topic among:
 - "How to spot fake news"
 - "The impact of disinformation on public health"
 - "The role of social media in spreading disinformation."
4. Give the groups time to brainstorm ideas, research information, and design their content using Genial.ly templates and features.



5. Ask each group to present their content to the rest of the group, and encourage feedback and questions.

Activity 2: Evaluating Disinformation and Fake News (40 minutes)

1. Distribute handouts with examples of disinformation and fake news stories and ask the participants to work in pairs or small groups to analyze and evaluate them.



	<ol style="list-style-type: none"> 2. Provide a presentation with a set of evaluation criteria, such as accuracy, source credibility, context, tone, and purpose, and ask the participants to apply them to the examples. 3. Facilitate a group discussion on the findings and conclusions, and ask the participants to share their insights and reflections on the risks and impacts of disinformation and fake news on society and individuals. <p>Conclusion (10 minutes)</p> <ol style="list-style-type: none"> 1. Summarize the key points and insights from the lesson and ask the participants to provide feedback and suggestions for improvement. 2. Encourage the participants to continue practicing their critical thinking and media literacy skills by applying them to their daily use of digital media. 3. Thank the participants for their participation and attention.
Evaluation	<p>Collect feedbacks to evaluate the activity (15 minutes):</p> <ul style="list-style-type: none"> ○ To what extent did you/participants actively engage in the workshop activities? ○ Did you/participants collaborate effectively in pairs or groups during content creation and analysis tasks? ○ How well did you/participants utilize the Genial.ly platform to create interactive content on the topic of disinformation and fake news? ○ How effectively did you/participants analyze and evaluate the examples of disinformation and fake news stories? ○ Were the analysis and evaluation insightful and reflective of a critical understanding of media content? ○ Did you/participants demonstrate the ability to identify key elements of disinformation tactics in the analyzed examples? ○ In what ways do you/ participants intend to apply the skills and knowledge gained from the workshop in their daily lives or interactions with digital media?
References	<p>"Genial.ly - Create and Share Amazing Interactive Content"; "Fake News, Media Literacy and Critical Thinking" – University of Hong Kong</p>

Evaluation

The evaluation questions above will be submitted to both participants and trainers in order to comprehensively assess the effectiveness, impact, and outcomes of the workshop. This dual assessment approach ensures a well-rounded understanding of the activity's success in achieving its objectives and fostering meaningful learning experiences. This feedback will be instrumental in refining future iterations of the activity and enhancing its contribution to participants' media literacy and critical thinking abilities.

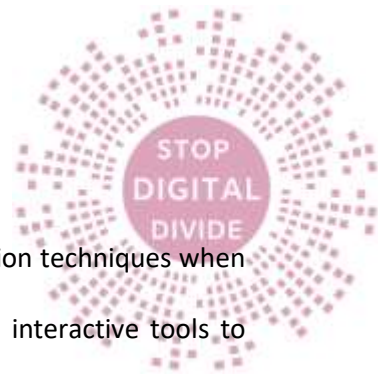
Transferability

Participants can transfer the skills and knowledge gained from the activity to various aspects of their lives:

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- Professional training and presentations: Apply effective training and presentation techniques when delivering information to colleagues, clients, or stakeholders.
- Teaching and educational settings: Utilize instructional design principles and interactive tools to create engaging learning materials for students.
- Public speaking engagements: Utilize the newfound confidence and skills in delivering impactful presentations to captivate audiences and convey ideas effectively.
- Team collaboration: Apply facilitation and communication skills in team settings, leading meetings, and conducting effective training sessions.



13. Newsletter with TinyLetter

Objectives

This workshop aims to equip participants with the knowledge and skills to use TinyLetter, a user-friendly email newsletter service, to create and distribute engaging, informative, and professional newsletters. Participants will learn the theoretical foundations of effective newsletter communication and gain practical experience in using TinyLetter to design, manage, and deliver newsletters.

In this session, participants will enhance their content creation and communication skills by crafting a newsletter on a topic of their choice among those proposed by the trainer. The newsletter will then be distributed through email and social networks. This tool can be integrated into the developmental phases.

This practical lesson aims to foster critical thinking and media literacy skills among adults with limited digital proficiency.

Use case

In an online or onsite group workshop, the "Newsletter with TinyLetter" activity engages participants in enhancing digital literacy through content creation and communication.

The educator introduces the concept, guides participants in selecting topics of interest, and facilitates hands-on newsletter creation using TinyLetter. Participants create, and distribute newsletters, offer peer feedback, and analyze engagement metrics, developing problem-solving skills.

Method

The method used by adult educators in this lesson plan will be non-formal and peer learning as adults learn in collaboration with their peers. This method encourages the sharing of experiences and mutual support. The amalgamation of methodologies seamlessly integrates various elements such as informative demonstrations, interactive presentations, both individual and group-based tasks, and thoughtful debriefing sessions. These elements collectively create an immersive learning experience, designed to empower participants to learn through hands-on engagement and the exchange of valuable insights and information.

Theory

The workshop is structured to foster open and brave dialogues, harnessing the collective wisdom of the participants. It encourages the sharing of experiences and viewpoints and to work on digital-related topics of interest to the participants.

1. **Emphasizing the Significance of Newsletters:** Illuminate the pivotal role of newsletters within educational realms, elucidating their multifaceted functions in cultivating connections, disseminating vital information, kindling active involvement, and nurturing a sense of community among recipients.



2. **Effective Newsletter Communication:** Present the foundational tenets underlying potent newsletter communication, encompassing the art of articulating thoughts succinctly, crafting content that captivates, infusing visual allure, maintaining a cohesive brand identity, and delivering tailored messages that resonate. Show examples of existing and effective newsletters.
3. **The Art of Audience Analysis:** Explore the pivotal aspect of comprehending the intended recipients, elucidating the process of harmonizing newsletter content with their distinct requisites, fascinations, and preferences. Accentuate the profound impact of audience segmentation and personalized communication strategies in fostering engagement.
4. **Unraveling Newsletter Structure and Layout:** Offer insights into the structural blueprints that compose compelling newsletters, unwrapping the layers of sections including arresting headlines, inviting introductions, featured content highlights, dynamic news updates, anticipated events, valuable resources, and compelling calls to action. Engage in a discourse about optimal practices in visual layout, judicious usage of images, typography finesse, and seamlessly integrating branding elements.

Topics proposed to the participants:

- **Viral Health Misinformation:** Address the spread of false health information on social media, referencing instances where misleading advice impacted public health.
- **Satirical News Challenge:** Explore cases where satirical news articles were taken as factual information, underscoring the importance of understanding satire.
- **The Power of Clickbait:** Analyze the allure of clickbait headlines and their potential to mislead readers into consuming sensationalized or inaccurate content.
- **Photo Manipulation Fails:** Showcases instances where edited images went viral, underscoring the need to critically examine images for authenticity.
- **Social Media Challenges Gone Wrong:** Examine challenges that gained popularity on social media platforms and highlight cases where participants faced unintended consequences.
- **Election Disinformation:** Discuss the impact of misinformation campaigns during elections, using real examples to emphasize the potential consequences of misinformation.
- **Sensational News Headlines:** Present instances where news headlines were misleading or exaggerated, illustrating how critical thinking is required to discern accurate information.

Provide information on how to use TinyLetter:

- Create an Account:
 - Visit the TinyLetter website (www.tinyletter.com) and click on the "Get Started" or "Create Account" button.

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- Fill in the required information to create your account, such as your email address, desired username, and password.
- Alternatively, you can sign up using your existing Mailchimp account if you have one.

- **Set up Your Newsletter:**

- Once you have created an account and logged in, you will be directed to the TinyLetter dashboard.
- Click on the "Account" or "Settings" tab to set up your newsletter preferences.
- Customize your newsletter name, sender email address, and other options like your newsletter's title, description, and logo.

- **Design Your Newsletter:**

- Click on the "Design" or "Customize" tab to access TinyLetter's template editor.
- Choose a template: TinyLetter offers a selection of pre-designed templates for your newsletter. Browse through the options and select one that aligns with your preferences.
- Customize the template: Modify the layout, fonts, colors, and other visual elements of the template to match your branding or desired visual aesthetics. You can also add your own images or logos.

- **Create Newsletter Content:**

- Click on the "Compose" or "Write" tab to start creating the content for your newsletter.
- Add a subject line: Write a catchy subject line that grabs the reader's attention and entices them to open the newsletter.
- Write your content: Use the provided text editor to compose your newsletter's content. Format text, add images, insert hyperlinks, and create engaging and informative sections.
- Preview your newsletter: Use the preview feature to review how your newsletter will appear to subscribers before sending it out.

- **Manage Subscribers:**

- Click on the "Subscribers" or "List" tab to manage your subscriber list.
- Add subscribers: Add subscribers manually by entering their email addresses one by one, or import a list of subscribers from a CSV file.
- Opt-in forms: Customize and embed an opt-in form on your website or social media platforms to allow visitors to subscribe to your newsletter.
- Unsubscribe options: Ensure that your newsletter includes an easy and visible unsubscribe link to comply with privacy regulations and provide a positive user experience.

- **Sending and Tracking Newsletters:**

- Once you have finalized your newsletter content and subscriber list, click on the "Send" or "Send Newsletter" button.
- Choose your sending options: Select whether to send the newsletter immediately or schedule it for a later time.



- Track newsletter performance: TinyLetter provides basic analytics that allow you to track metrics such as open rates and click-through rates. Use these insights to assess the effectiveness of your newsletter.

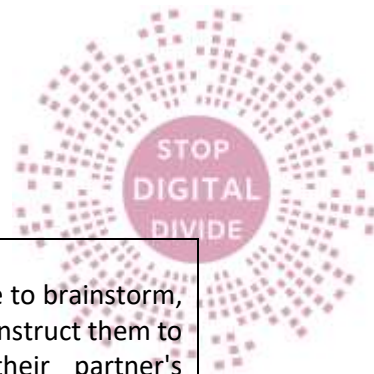


Facilitation steps

TITLE: Newsletter with TinyLetter

Workshop scenario

Time	2h30
Target group	Adult learners with low digital skills
Objectives	<ul style="list-style-type: none"> • Equip participants with the knowledge and skills to create and distribute newsletters using TinyLetter. • Enhance content creation and communication skills. • Foster critical thinking and media literacy among participants.
Materials	<ol style="list-style-type: none"> 1. Projector and screen for presentations. 2. Laptops or tablets with internet access for participants. 3. PPT presentations with key points and instructions. 4. Whiteboard and markers.
Facilitation steps	<ul style="list-style-type: none"> • Warm-up (10 minutes): Ask the learners if they have ever subscribed to a newsletter before, and if they have, ask them to share what they like or dislike about the newsletters they receive. Use their responses to generate a discussion on the importance of newsletters as a tool for communication and how they can be used to share information and ideas, the principles to create an effective communication with newsletters by showing some examples, audience analysis. • Instruction (20 minutes): Introduce TinyLetter as a simple and user-friendly platform for creating and sending newsletters. Walk the learners through the process of setting up an account and creating their first newsletter, including adding a title, writing a brief introduction, and selecting a theme. Provide them with a checklist for creating engaging and effective newsletters. • Activity (50 minutes): Ask the learners to select among the topics proposed. Encourage them to decide first the title and the structure and then to write the newsletter. Encourage them to think about what makes their topic unique or relevant and how they can provide value to their readers.



	<ul style="list-style-type: none"> ● Discussion (20 minutes): After the learners have had time to brainstorm, have them pair up and share their ideas with each other. Instruct them to provide feedback and suggestions for improving their partner's newsletter, including ways to make the content more engaging, relevant, or informative. ● Closure (10 minutes): Gather the learners together and ask them to share their experiences with TinyLetter and their chosen topical issues. Encourage them to continue exploring different topics and to use newsletters as a tool for sharing their ideas and perspectives with others. ● Homework (30 minutes): Ask the learners to finish creating their newsletters and to send them to a friend, family member, or colleague. Instruct them to ask for feedback and to consider ways to improve their newsletters for future editions.
Evaluation	<ol style="list-style-type: none"> 1. Did you find the principles of effective newsletter communication valuable for your newsletter creation? 2. How did analyzing engagement metrics influence your understanding of audience engagement? 3. Share one key insight you gained about media literacy from this workshop. 4. How did creating and sharing newsletters enhance your content creation skills? 5. What challenges did you encounter during the newsletter creation process, and how did you overcome them? 6. Did the hands-on experience of using TinyLetter meet your expectations? Why or why not? 7. How do you plan to apply the knowledge and skills gained from this workshop in your future endeavors?
References	<p>"TinyLetter Tutorial: How to Start an Email Newsletter for Free" by OptinMonster;</p> <p>"The Newsletter Guide" by Nicole Bianchi</p>

Transferability

The skills honed in the "Newsletter with TinyLetter" workshop have broad applications. Participants can apply these skills in personal communication, professional contexts for effective marketing and internal communications, educational settings for engaging students, entrepreneurial ventures, social advocacy, and community engagement. The workshop's emphasis on critical thinking and media literacy equips individuals to navigate digital information responsibly, contributing positively to various spheres of life.



14. TedED against the risks of digital

Objectives

The "TedED against the Risks of Digital" activity aims to educate participants about potential hazards associated with digital technology. Through engaging TedED talks, participants gain insights into the risks of online activities, data privacy, and cybersecurity. The primary objective is to raise awareness among individuals, enhancing their digital literacy and critical thinking skills. By analyzing real-life scenarios and case studies, participants develop a deep understanding of digital vulnerabilities. Additionally, the activity encourages participants to adopt responsible online behaviors and empowers them to make informed decisions while navigating the digital landscape. The overarching goal is to equip participants with the knowledge and skills needed to safeguard their online presence and ensure a safer digital experience.

Use case

This module is applicable in both online and face-to-face settings. It can be conducted with individuals or in groups, depending on the preferences and needs of the adult learners. It aligns with the DigComp framework, specifically focusing on developing skills in information management, communication, content creation, safety, and problem-solving.

Method

The "TedED against the Risks of Digital" activity employs TedED talks, interactive discussions, and real-life case studies to educate participants about digital hazards. The method incorporates **Experiential Learning**, engaging adults through hands-on activities that relate to their own experiences. **Collaborative Learning** is integral, fostering group collaboration where participants share diverse insights and learn from each other's backgrounds. Real-life scenarios encourage critical thinking, helping participants evaluate digital risks and make informed choices. By aligning with the DigComp framework, the method enhances digital literacy in information management, communication, safety, and problem-solving. Ultimately, the method empowers participants to navigate the digital landscape responsibly and ensures a safer online experience.

Theory

The theoretical aspects covered in this module include understanding the different types of digital risks, strategies for protecting personal information online, recognizing suspicious online behavior, practicing digital citizenship, and developing critical thinking skills to evaluate online content.

Digital Safety Toolkit content:

1. Strong Password Creation: Create strong and unique passwords for each online account. Use a mix of uppercase and lowercase letters, numbers, and symbols. Avoid using easily guessable information like birthdays or names.

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- 2. Two-Factor Authentication (2FA):** Enable 2FA whenever possible. It adds an extra layer of security by requiring a second verification step, usually through a text message or authentication app.
- 3. Privacy Settings Review:** Regularly review the privacy settings on your social media accounts, apps, and devices. Control who can see your posts, personal information, and location.
- 4. Think Before You Click:** Be cautious when clicking on links, especially in emails from unknown senders. Hover over links to preview the URL before clicking. Don't download attachments from unfamiliar sources.
- 5. Avoid Phishing Scams:** Beware of phishing emails, messages, or calls asking for sensitive information. Legitimate organizations won't ask for passwords or financial details via email.
- 6. Secure Wi-Fi Connection:** Use secure and password-protected Wi-Fi networks. Avoid public Wi-Fi for sensitive tasks like online banking or shopping.
- 7. Regular Software Updates:** Keep your devices and apps updated with the latest security patches. These updates fix vulnerabilities that hackers can exploit.
- 8. App Permissions:** Review app permissions before installing. Only grant access to the information the app needs to function.
- 9. Social Media Awareness:** Be mindful of the information you share on social media. Avoid revealing too much personal information, such as your full address or phone number.
- 10. Safe Online Shopping:** Shop only from reputable websites with "https://" in the URL and a padlock icon. Avoid sharing unnecessary personal information during checkout.
- 11. Digital Etiquette and Respect:** Treat others online with the same respect you would in person. Be kind, avoid spreading rumors or hate speech, and think before posting or commenting.
- 12. Digital Footprint Management:** Your online actions leave a digital footprint. Be aware of what you post and share, as it can impact your online reputation.

Quiz questions:

1. What is the primary purpose of using strong, unique passwords for online accounts?

- a) To impress your friends b) To make it easier to remember c) To reduce the risk of unauthorized access d) To increase the number of accounts you have

2. True or False: Two-factor authentication (2FA) adds an extra layer of security by requiring a second verification step.

- a) True b) False

3. Which of the following is an example of a phishing attempt?

- a) A friend sending you a link to a funny video b) An email asking for your password and financial information c) A pop-up ad offering a free gift d) A notification about a software update

4. Scenario: You receive an email claiming you've won a prize but need to provide your personal information to claim it. What should you do?

Training course

Social coaching for adult digital integration

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a) Share your information to claim the prize b) Delete the email and mark it as spam c) Reply with your information to confirm your identity d) Forward the email to all your contacts

5. What is the purpose of reviewing and adjusting your privacy settings on social media?

a) To hide your account from search engines b) To control who can see your posts and personal information
c) To increase the number of followers you have d) To block all incoming friend requests

6. True or False: Public Wi-Fi networks are always secure for tasks like online banking and shopping.

a) True b) False

7. What should you do if you receive a friend request from someone you don't know on social media?

a) Accept the request without hesitation b) Send a message asking who they are c) Share personal information with them d) Ignore the request

8. Which online behavior demonstrates good digital etiquette?

a) Sharing rumors and gossip about others b) Using profanity and offensive language c) Respecting others' opinions and avoiding cyberbullying d) Pretending to be someone else online

9. Scenario: You receive an urgent email from your bank, asking you to click a link to verify your account information. What should you do?

a) Click the link and provide the requested information b) Ignore the email and delete it c) Reply with your account details for verification d) Forward the email to your friends

10. What is the purpose of regularly updating your devices and apps with the latest security patches?

a) To slow down your device's performance b) To keep up with the latest trends c) To fix vulnerabilities and prevent hacking d) To increase your internet speed

How to use TedED:

1. Accessing the TedED Website:

- Open a web browser and go to the TedED website: <https://ed.ted.com/>
- You can create a new account or sign in with an existing account.

2. Navigating the TedED Website:

- Once you are on the TedED website, you will see a search bar at the top.
- Use the search bar to search for topics or keywords related to the content you are interested in.
- You can also browse through different categories or use filters to refine your search.

3. Exploring TED-Ed Lessons:

- Click on a lesson that interests you from the search results or browse the featured lessons on the homepage.
- Each lesson has a video presentation along with additional resources and questions for further exploration.



- Watch the video presentation by clicking on the play button. The video will start playing on the lesson page.

4. Interacting with the Video:

- As you watch the video, you can pause, rewind, or forward the video using the controls at the bottom.
- Some videos may include interactive elements, such as quizzes, discussions, or additional resources. Follow the prompts provided.

5. Exploring Additional Resources:

- Below the video, you will find additional resources related to the lesson, such as reading materials, related TED Talks, and external links.
- Click on the resources to access and explore them further.

6. Answering Questions and Participating in Discussions:

- Some lessons include questions for reflection or discussion.
- If you want to answer the questions or participate in the discussion, click on the "Think" or "Discuss" tab below the video.
- Share your thoughts, ideas, or questions in the provided space or respond to other participants' comments.

7. Saving Lessons and Creating Playlists:

- If you find a lesson that you want to save for later or organize into a playlist, you can click on the "Save" button.
- You can create playlists by clicking on the "Create a New Playlist" option or add the lesson to an existing playlist.

8. Sharing Lessons:

- If you want to share a lesson with others, click on the "Share" button.
- You can share the lesson via email, social media platforms, or copy the lesson link to share it through other channels.

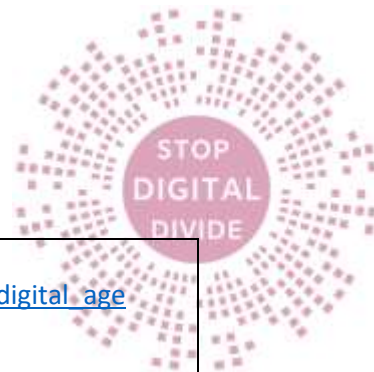


Facilitation steps

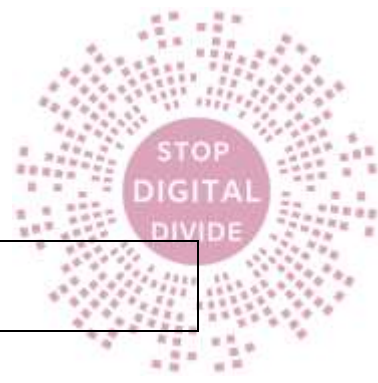
TITLE: TedED against the risks of digital

Workshop scenario

Time	2h
Target group	Adult learners with low digital skills
Objectives	<ul style="list-style-type: none"> • Understanding the different types of digital risks, such as cyberbullying, identity theft, online scams, and exposure to inappropriate content. • Learning strategies for protecting personal information online, such as creating strong passwords, using two-factor authentication, and being cautious about sharing personal details. • Developing skills for identifying and reporting suspicious online behavior, such as reporting cyberbullying or phishing scams. • Understanding the importance of digital citizenship, including responsible online behavior, respectful communication, and ethical decision-making.
Materials	<ul style="list-style-type: none"> • Laptop or desktop computer • Internet connection • Projector or TV screen • TedED video on digital risks: https://www.youtube.com/watch?v=BKMBCKUMf8 • Handouts with key concepts and vocabulary • Worksheet with questions and activities • Pen and paper
Facilitation steps	<p>1. Digital Safety Quest Introduction (20 minutes):</p> <ul style="list-style-type: none"> • Set the tone with an interactive introduction, framing the workshop as a "Digital Safety Adventure." • Provide participants with a <u>digital safety toolkit</u> (handout) for reference and explain how to use the TedED platform. <p>2. TEDx Talks videos and tool (30 minutes):</p> <ul style="list-style-type: none"> • Project 1 or 2 TEDx talks on digital safety topics and after, let participants navigate and familiarize with the page.



	<p>Video example: https://www.ted.com/talks/sonia_livingstone_parenting_in_the_digital_age</p> <p>3. Interactive Quizzes (10-15 minutes each):</p> <ul style="list-style-type: none"> • After each TEDx talk, conduct a fun and informative quiz related to the digital safety topic. • Use polling apps, clickers, or traditional hand-raising for participants to respond to quiz questions. • Create an element of excitement and motivation by announcing the winners at the end. <p>4. TedED video lesson creation (40 minutes)</p> <ul style="list-style-type: none"> • Participants will select a video related to safety in the digital world in groups and create a lesson, adding questions and additional resources directly on the tedED platform. <p>5. Feedback session (10 minutes):</p> <ul style="list-style-type: none"> • Summarize the workshop's key takeaways and ask participants to provide their feedback.
Evaluation	<ol style="list-style-type: none"> 1. How do you rate your understanding of digital risks and safety before and after the workshop? (Scale: 1-5) 1 (Low) — 2 — 3 — 4 — 5 (High) 2. Did the use of TEDx talks and interactive quizzes enhance your understanding of digital safety concepts? (Yes/No) 3. What specific digital safety strategies or practices did you find most valuable from the workshop? 4. How confident do you feel in applying the concepts learned today to your online activities? (Scale: 1-5) 5. Did the collaborative activities and discussions with your peers help you gain new insights into digital safety? (Yes/No) 6. What was the most interesting or engaging part of the workshop for you? 7. Were the handouts, quizzes, and discussions effective in reinforcing the key points about digital safety? (Yes/No) 8. Would you recommend this workshop to others who want to learn about digital safety? (Yes/No) 9. Please share any suggestions or feedback on how we can improve this workshop in the future. 10. How likely are you to implement the digital safety strategies learned in your daily online activities? (Scale: 1-5)
References	<p>Livingstone, S. (Speaker). (2019). Parenting in the Digital Age. [Video]. TED. https://www.ted.com/talks/sonia_livingstone_parenting_in_the_digital_age</p> <p>TED-Ed. (n.d.). Lessons Worth Sharing. https://ed.ted.com/</p> <p>DigComp Framework. (2017). European Digital Competence Framework for Citizens. https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework</p>



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Evaluation

- Monitor the participants' engagement and understanding throughout the lesson
- Encourage feedback and questions from the participants to evaluate their level of understanding

Transferability

The "TedED against the Risks of Digital" workshop is highly transferable to various settings and audiences due to its adaptable nature. It can be conducted in educational institutions, community centers, workplaces, and online platforms. The workshop's interactive approach, combining TEDx talks, quizzes, discussions, and collaborative activities, allows participants to engage with the content regardless of their prior digital knowledge. Its incorporation of experiential and collaborative learning methods makes it suitable for adult learners with diverse backgrounds and skill levels. The workshop's emphasis on practical digital safety skills and responsible online behavior ensures that participants can immediately apply what they've learned to their everyday digital interactions.



15. Solving problems with Mural

Objectives

The objective of this workshop is to introduce adults with few digital skills to an online collaboration tool called Mural and to help them solve a specific problem using this tool.

Thanks to this activity, participants will develop digital literacy, collaboration and problem-solving skills. Mural is a digital platform that allows users to collaborate on projects and visually organize information. By using Mural to solve problems, participants can learn how to use digital tools and work collaboratively with others. Each scenario leads to skills development, as a combination of practical activities, discussions and group activities to develop the digital skills, soft skills as well as skills for life (skills to be developed by adults).

Use case

The activity can be conducted online or face-to-face, and can be done individually or in groups. For online scenarios, the trainer can use video conferencing platforms like Zoom or Skype to conduct the activity.

For face-to-face scenarios, the trainer can use a classroom or meeting room equipped with computers and an internet connection. The activity can also be done individually as a self-paced course or in groups, where participants work collaboratively on the problem using the Mural tool.

Method

The activity aims to promote:

Problem-solving skills: The primary goal of the activity is to solve problems using Mural. Therefore, it's essential to address problem-solving techniques such as critical thinking, creative thinking, and decision-making. You can also consider using case studies or scenarios to demonstrate the problem-solving process.

Collaboration skills: Mural is a collaborative tool that enables multiple users to work together in real-time. Therefore, it's crucial to emphasize the importance of collaboration and teamwork in problem-solving. This includes effective communication, active listening, and conflict resolution.

Digital literacy improvement: Since the target audience has limited digital skills, it's essential to cover the basics of digital literacy. This includes understanding the different types of digital tools available, their functions, and how to use them effectively.

This will be done by implementing both the **Experiential Method**, which is a method based on learning through direct experience. Educators create real or simulated situations in which adults can learn by applying knowledge and skills in practical situations, and the **Problem-Based Learning (PBL) Method**. In this second approach, adults solve complex problems that require critical analysis, research and creative resolution. This promotes independent learning and the ability to solve complex situations in real life.

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Theory

The topic to address for the activity will be digital related problematic situation to solve directly decided by the educator during the activity.

The main tool used in this activity is Mural, an online collaboration platform that allows users to create and share visual content, such as sticky notes, images, and diagrams, in a virtual space. The teacher may provide materials such as worksheets, handouts, or templates to guide participants through the process.

Description of scenarios:

- **Scenario 1: Password Management**

Issue: Users struggle with remembering multiple passwords for various online accounts, leading to security risks.

Solution1: Password Tips - Dedicate a Mural area for password creation tips, like using a mix of characters, avoiding common words, and updating passwords regularly and suggest a routine to regularly review and update passwords. Include reminders on the Mural board to keep passwords strong and up to date.

- **Scenario 2: Phishing Awareness**

Issue: Individuals receive phishing emails and are unsure how to identify them, putting their personal information at risk.

Solution: Develop an interactive Mural board with examples of phishing emails, highlighting common red flags and precautions to take.

- **Scenario 3: Slow Internet Connection**

Issue: Users face slow internet speeds, hindering their online activities.

Solution: Collaboratively compile strategies on a Mural board, including optimizing router placement, clearing browser cache, and troubleshooting network issues.

- **Scenario 4: Digital Privacy**

Issue: Users are concerned about their online privacy and data collection practices.

Solution: Create an educational Mural board discussing privacy settings, browser extensions, and strategies and tools for enhancing online privacy.

- **Scenario 5: Social Media Etiquette**

Issue: Individuals struggle with online etiquette, leading to misunderstandings and conflicts on social media.

Solution: Collaborate on a Mural board to share best practices for respectful communication and handling disagreements online.

- **Scenario 6: Online Shopping Security**

Issue: Users are apprehensive about online shopping security and payment methods.



Solution: Develop an informative Mural board with tips for safe online shopping, recognizing secure websites, and protecting financial information.

- **Scenario 7: Cybersecurity for Parents**

Issue: Parents worry about their children's online safety and exposure to inappropriate content.

Solution: Create an interactive Mural board with tips for setting up parental controls, monitoring online activities, and educating kids about online safety.

Provide information on how to use Mural:

Step 1: Accessing Mural

- Open a web browser and go to the Mural website (www.mural.co).
- Click on the "Log In" button or sign up for a new account if you don't have one.

Step 2: Creating a New Mural

- Once logged in, you will be taken to the Mural dashboard.
- Click on the "Create Mural" button to start a new project.
- Choose a template or start with a blank canvas.

Step 3: Navigating the Mural Interface

- Familiarize yourself with the Mural interface.
- The toolbar on the left side contains various tools and elements for creating your mural.
- The canvas is where you will work and place your content.

Step 4: Adding Content to Your Mural

- Use the toolbar to add different elements to your mural, such as sticky notes, text boxes, images, shapes, and connectors.
- Drag and drop the elements onto the canvas and position them as needed.
- Customize the elements by resizing, rotating, or changing their properties.

Step 5: Collaborating with Others

- To collaborate with others, click on the "Invite" button at the top-right corner.
- Enter the email addresses of the people you want to invite or copy the invitation link to share.
- Collaborators can view and edit the mural simultaneously, allowing for real-time collaboration.

Step 6: Organizing and Managing Your Mural

- Use frames or sections to organize your content within the mural.
- Frames act as containers that group related elements together.
- Sections divide your mural into different areas, making it easier to navigate and understand the content.

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Step 8: Saving and Sharing Your Mural

- Mural automatically saves your work as you make changes.
- To share your mural, click on the "Share" button at the top-right corner.
- Choose whether to share the mural via a link or invite specific people to collaborate.

Step 9: Exporting Your Mural

- If you want to export your mural as an image or PDF, click on the "Export" button at the top-right corner.
- Select the desired export format and adjust the settings as needed.
- Download the exported file to your computer.



Facilitation steps

TITLE: Solving problems with Mural

Workshop scenario

Time	1h30
Target group	Adults with low digital skills
Objectives	<ul style="list-style-type: none"> ● Facilitating teamwork: By using Mural, team members can collaborate in real-time and work together to solve problems. This can help promote teamwork and encourage group problem-solving. ● Improving communication: Mural provides a platform for team members to communicate and share ideas. By using Mural, team members can improve their communication skills and ensure that everyone is on the same page. ● Enhancing problem-solving skills: By working through problems using Mural, team members can develop and enhance their problem-solving skills. They can learn to think critically, analyze problems, and come up with effective solutions. ● Promoting efficiency: Mural can help teams work more efficiently by providing a centralized location for brainstorming, idea generation, and problem-solving. This can save time and ensure that everyone is working towards the same goals.
Materials	<ul style="list-style-type: none"> ● Mural ● Internet connection ● Worksheets, handouts, or templates to guide participants through the process ● PPT + Video projector + laptop
Facilitation steps	<p>The teacher can follow these steps to implement the activity:</p> <ul style="list-style-type: none"> ● Introduce the participants to Mural and its features (10 minutes) ● Demonstrate how to use Mural to collaborate on the problem, including how to create a new board, add sticky notes, images, and other elements, and how to collaborate with others using comments and voting (20 minutes)



	<ul style="list-style-type: none"> ● Set the rules: Explain the rules of brainstorming, such as no criticism, no judgment, and no censorship. Encourage participants to be creative and generate as many ideas as possible (5 minutes) ● Present the different problematic scenarios where people with varying digital skills levels might encounter issues while using the internet, digital tools, and device (5 minutes) ● Assign participants to groups and a problematic scenario to come up with solutions to the problem, using Mural and clarify that participants can find some solutions using the Web, being careful through their critical thinking to select the most effective and reliable ones (5 minutes) ● Let participants work independently in groups but always provide feedback and guidance if needed, and encourage participants to collaborate and communicate with each other throughout the process (30 minutes) ● Conclude the activity by sharing the results, answering doubts and reflecting on the experience. (15 minutes)
Evaluation	<p>Collect feedbacks with Google form (10 minutes)</p> <p>1. Facilitator Evaluation:</p> <ul style="list-style-type: none"> ○ How effectively did the facilitator introduce the Mural tool to participants? ○ Was the facilitator able to clearly explain the purpose and objectives of the workshop? ○ Did the facilitator demonstrate how to use Mural for collaboration and problem-solving? ○ How well did the facilitator guide participants through the different problematic scenarios? ○ Did the facilitator effectively manage group discussions and provide feedback during the activity? <p>2. Participant Evaluation:</p> <ul style="list-style-type: none"> ○ How comfortable did you feel using Mural for collaboration and problem-solving? ○ Were you able to grasp the concepts and tools demonstrated during the workshop? ○ How actively did you engage in discussions and problem-solving within your assigned groups? ○ Are you satisfied with the workshop's content, activities, and learning outcomes?
References	<p>"The Design Thinking Process: A Guide to Problem Solving in Business" by The Interaction Design Foundation;</p> <p>"Designing Collaborative Workspaces for Productivity and Creativity" by Mark A. Jones and JoAnn T. Hackos</p>



Evaluation

The evaluation process consists of two key components. Firstly, the facilitator conducts ongoing assessment during the activity, observing improvements in skills, active participation, interaction, and presentation abilities, both in real-time and during reflection periods. Additionally, participants contribute their feedback, offering insights that contribute to refining the process for the future.

Furthermore, the facilitator will employ Performance Metrics to gauge specific indicators of performance. These metrics encompass factors such as the time taken to address the problem before and after the activity, the efficiency of the solution implemented, and other pertinent measures. This comprehensive evaluation approach ensures a well-rounded assessment and provides valuable input for continuous enhancement.

Transferability

The workshop's skills are highly transferable, spanning problem-solving, collaboration, and digital literacy. Participants gain adaptable problem-solving techniques, useful in various situations. Communication skills and critical thinking learned enhance teamwork dynamics. Acquired digital literacy extends beyond the workshop, aiding tech interaction elsewhere. Workshop methods like experiential and problem-based learning can be replicated in diverse educational contexts. Overall, the workshop equips participants with skills applicable in personal, professional, and community settings.



Conclusions and recommendations

The following conclusions and recommendations are intended to guide educators in their journey to empower adult learners with digital skills and promote social inclusion in the digital age. Moreover, this section provides educators with clear guidance on how to apply the knowledge and skills they have gained from the training course, to understand the key takeaways and actionable steps they can implement in teaching practice.

- Adult educators play a crucial role in empowering learners with digital skills. Their knowledge and guidance can bridge the digital divide and open doors to new opportunities.
- The diverse array of online instruments and software tools introduced in this course offers educators and learners numerous ways to engage with technology and enhance the learning experience.
- Real-world examples and use cases demonstrate the practical value of digital tools, helping educators see how they can be seamlessly integrated into teaching methods.
- DigComp Framework is the foundation - aligning the course with the DigComp framework ensures that the skills taught cover the spectrum of competencies required in the digital era.

Recommendations are essential tools for adult educators to maximize the benefits of their training, improve their teaching practices, and contribute to the broader goals of adult education:

- While the course provides a comprehensive overview, encourage educators to customize their teaching methods based on the specific needs and interests of their adult learners. Tailoring the course according to the group ensure effectiveness.
- Facilitate a community of practice among educators where they can share best practices, lesson plans, and success stories related to digital integration.
- Emphasize the importance of social inclusion initiatives, inclusivity and diversity in their teaching.
- Encourage educators to regularly evaluate their teaching methods and seek feedback from learners to ensure continuous improvement.



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