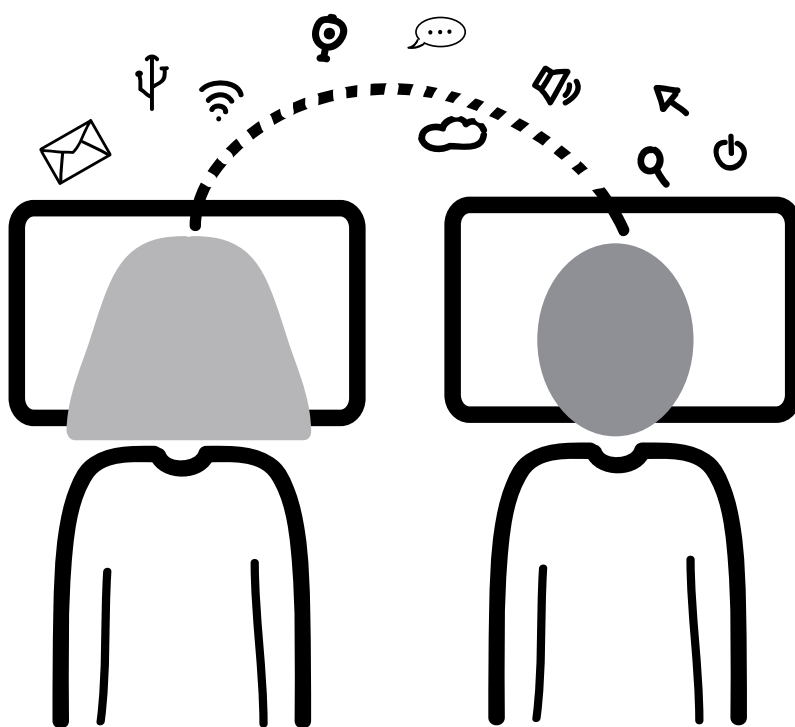


GO DIGITAL!

culture at your fingertips



CATALOGUE



All proposals contained in this catalogue have been developed by six organizations – members of the Strategic Partnership “Go digital! Culture at your fingertips” – between September 1st, 2016 and November 30th, 2017.

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Erasmus+

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SENIORS

SENIORS

Inhabitant structure of the European Union is changing and growing older, which means that older population is becoming more and more important. This is also influencing the labour market, families and individuals.

We cannot clearly define the line between middle age and senior period, because it does not have the same meaning in all societies and because getting old is a process of biological, psychological and social changes. However, we can define a person as a senior citizen when something changes in their activities or in their role in the society, for example when they become grandparents, when they retire, or when they reach a certain age. Agreement about when we can define a person as old or a senior is not really one hundred percent clear, and therefore we use different age limits according to different needs. However, two most common definitions of a person getting old or becoming a senior are when a person retires or when she/he turns 60.

8 Lately we have recorded numerous initiatives that wish to emphasise that the third life period is not dependant, inactive and passive, because senior citizens get the chance to spend their time doing new forms of activities, benefiting the society. Therefore the phrase “active aging”, which means continuous activity of seniors in the economic, social, cultural and civic areas, is becoming very common in the societies.

“Active aging” process is very important because people in their third age period are one of the most vulnerable groups, exposed to specific challenges, such as lower financial position, diminishing social connections, worsening in the quality of life, lower level of independence and autonomy and threat of becoming isolated from the rest of the society. At the same time, getting older is often connected to loss of various goods, reputation and power. Due to various prejudices and stereotypes about older people, they are often lonely and their mobility is very limited because of different diseases, getting weaker, financial problems or fear of outer world, which leads them to be isolated from the rest of the society.

For these reasons, it is of crucial importance that senior citizens are offered different trainings and other educational forms, which will help them develop their skills in the field of technological progress, social inclusion, self-esteem and informing.

Therefore, raising awareness about the value of senior citizens and about the great contribution they can offer to the society with their time, experience and volunteering, is very important. Different projects, such as this Erasmus+ project “Go digital! Culture at your fingertips”, can raise awareness about the economic and social benefits of aging citizens through their active participation in the society.

TEACHING DIGITAL SKILLS TO SENIORS

TEACHING DIGITAL SKILLS TO SENIORS

While learning ICT skills, seniors face many issues and obstacles. They are usually insecure, have a feeling that computer was not built for them to use and are afraid that pressing the wrong button will destroy the computer or telephone. It usually takes some time for them to get used to computers and other forms of technology, but once they do, digital competences become an indispensable part of their everyday lives.

Because of this initial fear that seniors show when getting familiar with technology, it is crucial that initial hours are spent doing various direct activities with technological equipment, so that the participants get acquainted with the technology and overcome the initial fear and frustration they are facing. Only after this, it is time for learning basic use of the electronic devices.

Seniors tend to consider learning digital skills as a “necessary evil” so it is crucial to adapt the program to their wishes and needs. Researchers (Ramovš, 2012) show that the most common reason and motivation for seniors to take up learning about technology is communication with the world and finding various information online. Therefore, we should orientate the technology classes towards these two main streams. Meanwhile, mentors should not forget that it is not necessary for the seniors to know every little thing about technological equipment, such as computers or telephones, but only enough for them to be able to use it.

When teaching digital skills and ICT to seniors, mentors should always bear in mind that older students might be facing various physical and mental limitations, which could reduce their ability to judge, decide and receive the information they are getting. Therefore, the mentor should be prepared to repeat and revise the same things several times, try to explain the same things in different ways and adapt the courses entirely to the needs and capability of the group of seniors.

We also have to keep in mind that people tend to learn easier and with more enthusiasm when the subject they are learning is connected to something they are interested in and passionate about. This is no different when working with seniors, so mentor should get to know her/his students and their interests at the beginning of the classes and try to involve all the subjects they mention into her/his classes. Therefore, the method with including culture is a perfect way to go, because you can always find an interesting topic that will go well with all the students' interests.

Seniors are a very important part of the community and teaching them digital competences helps develop and show their capabilities, encourage their personal growth and development, as well as helps maintain communication and interaction with local community and wider. At the same time, it helps us develop a better community and quality of life.

Activities described further in this catalogue have been developed by six European organisations within the project “Go digital! Culture at your fingertips”, for the target group of adults 50+.

ACTIVITIES

SOCIAL TOGETHERNESS

Digital skills covered	<ul style="list-style-type: none"> * communicating via Facebook, * creating a Facebook account, * basic knowledge of the Internet.
Learning objectives	The goal is to learn how to create Facebook account and communicate through this kind of social media, as well as let the participants become members of a Facebook group connected to a culture topic.
Description	<p>The participants will get to know how to use Facebook and adjust it to their personal needs and activities.</p> <ul style="list-style-type: none"> * basic knowledge about social media, especially Facebook, * creating a Facebook account, * joining a Facebook group, * security on the Internet, * using Messenger.
Learning outcomes	<p>By the end of the session the participants will be able to:</p> <ul style="list-style-type: none"> * create a Facebook account, * upload/change profile picture, * upload/change cover photo, * find, invite and add friends, * post status updates to keep in touch with friends, * share different types of contents such as photos and links, * like/unlike posts, * find and join an existing group, * send messages. <p>The participants will have knowledge about:</p> <ul style="list-style-type: none"> * how to stay in touch with friends by social media, * how to take photos, transfer them to computer disc and use Facebook, * how to protect themselves when using social media.
Variables to take into account	<ul style="list-style-type: none"> * equipment: <ul style="list-style-type: none"> - computer/tablet/smartphone - with Internet access, - camera/smartphone.
Recommended number of people	6 - 8
Previous knowledge and skills required for participation	<ul style="list-style-type: none"> * basic computer skills, * ability to take photos with a phone.

Recommended duration	2 x 3-4 hours, depending on the participants' knowledge
References and useful links	* http://silver.fundacionctic.org/pluginfile.php/249/mod_resource/content/1/Module%205.1%20Facebook.pdf

GUIDE TO PROPER PERFORMANCE

I. First part - Introduction of the activity

1. Before starting the session you need to know how many computers you need or if the participants can bring their own.
2. You need Wi-Fi and the password if the participants bring their own computers.
3. Ask the participants how much they know about Facebook and the Internet. This is a good ice-breaker.
4. What is the Internet? What is Facebook? Explain.
5. Depending on the participants' knowledge use an existing Facebook account to explain about:

- Facebook Account - Setting and Privacy,
- Profile Picture and Cover Photo,
- About me,
- Find Friends - Adding Friends,
- Posting status updates to keep in touch with friends,
- Sharing different types of content such as photos and links,
- Commenting,
- Like / Unlike,
- Finding and joining existing groups,
- Timeline, etc

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II. Second part - The participants create their own Facebook account - guide step by step

Depending on the participants' knowledge you can remove or add more steps below:

- Create a Facebook account,
- Profile picture and cover photo,
- About me, customize the account
- Personal settings - General, Security, Privacy,
- Find friends - add friends
- Post status updates to keep in touch with friends,
- Share different types of content such as photos and links,
- Like/Unlike,
- Finding and joining existing groups,
- Timeline, etc

SEEK AND FIND

Digital skills covered	<ul style="list-style-type: none"> * searching and finding information on the Internet, * making PowerPoint presentations, * transferring photos from a camera/smartphone.
Learning objectives	The goal is to learn how to seek information on the Internet and present it using a PowerPoint presentation.
Description	<p>In small groups the participants will learn how to search information, text and pictures on the Internet and present this information using a PowerPoint presentation.</p> <p>To extend the activity the participants can take photos with a camera or a smartphone and learn how to transfer them to the computer disk.</p>
Learning outcomes	By the end of the session the learners will be able to find information on the Internet and create a simple PowerPoint presentation with photos and text.
Variables to take into account	<ul style="list-style-type: none"> * equipment: <ul style="list-style-type: none"> - computer with Internet access, - camera/smartphone, - data projector (optional).
Recommended number of people	5 - 6
Previous knowledge and skills required for participation	<ul style="list-style-type: none"> * basic computer skills, * ability to take photos with a phone.
Recommended duration	3-4 hours – depending on the participants' knowledge
References and useful links	<ul style="list-style-type: none"> * www.youtube.com/watch?v=AwUVGIVvDWk * www.youtube.com/watch?v=_J62OpPKhIY

GUIDE TO PROPER PERFORMANCE

I. First part - Introduction of the activity

1. Before starting the session you need to know how many computers you need or if the participants can bring their own.
2. You need Wi-Fi and the password if the participants bring their own computers.
3. Ask the participants how much they know about the Internet, transferring photos from a camera or a smartphone, if they know what PowerPoint is, etc. This is a good ice-breaker.
4. What is the Internet? What is a search engine? Do some search as an example.
5. Decide what topic you will present, e.g. Cats.
6. Create a new folder on the computers desktop and name it, e.g. „Cats”
7. Find photos and facts about cats. Save them in the new folder. This is a good opportunity

to explain which photos can be used for free.

8. It is also possible to take photos with cameras or smartphones. Photos taken need to be transferred from cameras/smartphones to the computer disk. Save them in the folder.

9. Make a short PowerPoint presentation, 4-5 slides, to show how easy it is to do a PPT:

- find a template,
- insert photos,
- add some text,
- try a few different ways of slide transitions,
- F5 / „run”.

II. Second part – The participants do their own PowerPoint presentations

The participants get divided into small groups and receive the following instruction:

- decide on a topic - it can be plants, animals, handicraft, etc.,
- create a new folder on the computer desktop and name it after your topic,
- find photos and facts about the topic, save them in the new folder,
- you can also take photos of something you are interested in,
- photos taken need to be transferred from the camera/smartphone,
- do the PPT (PowerPoint presentation):

- * find a PowerPoint template,
- * insert photos,
- * add some text,
- * try a few different ways of slide transitions,
- * F5 / „run”.

At the end, let each group present their PowerPoint presentations.

SEARCH FOR A CULTURAL EVENT

Digital skills covered	<ul style="list-style-type: none"> * browsing the Internet, * working with browsers, * using key words and special tags for efficient results, * differences between browsers, * popular search engines, * writing the Internet address correctly.
Learning objectives	To search for information on the Internet and work with tools which help with searching, showing more ways to find particular information (result of searching).
Description	<p>Participants will be searching for cultural events in their city (or elsewhere).</p> <p>First, they will be taught how to define key words for getting better results as well as which tags to use and when. They will also be introduced to different browsers and popular search engines. Differences will be presented. For better understanding of the Internet address name, the participants will be introduced to the basic format of the Internet address.</p> <p>The participants will choose the browser and search engine they like to work with. They will be presented different ways of searching for cultural events: through cultural directories, visiting particular culture institutions' websites. They will practice with the aim to find the cultural event of their own interest. At the end they will share with the others how they proceeded to reach the desired result.</p>
Learning outcomes	<ul style="list-style-type: none"> * ability to search for a cultural event in one's own city (or elsewhere) on the Internet, * ability to work with browsers, search engines, and to define key words, * knowledge about different types of browsers and search engines, * knowledge about cultural directories/culture institutions' websites, * knowledge about the basic format of Internet addresses.
Variables to take into account	<ul style="list-style-type: none"> * equipment: <ul style="list-style-type: none"> - computers with Internet access, - data projector, * support materials: <ul style="list-style-type: none"> - list of directories and cultural institutions, - presentation with key information and graphics.
Recommended number of people	Up to 10 participants (1 trainer/5 people)

Previous knowledge and skills required for participation	<ul style="list-style-type: none"> * ability to use a mouse (touchpad, stylus), * ability to use an Internet browser (Internet Explorer, Mozilla Firefox, Google Chrome), * ability to use Internet search engines (e.g. seznam.cz, google.com).
Recommended duration	3 x 45 min. (duration should depend on the participants' knowledge and skills)
References and useful links	<ul style="list-style-type: none"> * mozilla.org, Mozilla Firefox Internet browser, * google.com/chrome, Google Chrome Internet browser, * microsoft.com/en-us/download, Internet Explorer Internet browser, * netliteracy.org/wp-content/uploads/2011/02/image054.jpg, the parts of a website address (URL), * seznam.cz, the Czech Internet search engine, * google.com, the International Internet search engine, * support.google.com/websearch/answer/2466433?hl=en, Common search techniques, * prague.eu/en/events, The Official Tourist Website for Prague – Events in Prague, * narodni-divadlo.cz/en, The National Theatre in the Czech Republic, * kdykde.cz, Events in the Czech Republic.

GUIDE TO PROPER PERFORMANCE

I. Introduction, warm-up activities, motivation

It is very important to create the necessary atmosphere in the group. We can use storytelling methods. We can also mention a “problem” that the group will try to solve (problem teaching method). Support in the form of pictures in the presentation is very welcome.

An example of how to open a course:

The trainer can start with a story: “One day you have received a short text message from your good friend. He wants to visit your town after a long time and wants to go with you for a cultural event. Your task is to select a cultural event. How do you handle this task? It’s raining, it’s cold, you don’t feel like going outside and you do not have much time.”

What tools can help us solve this problem? Support the debate in your group, encourage the participants to be active and involved. The right answer is the Internet, computer, tablet, smartphone.

II. Searching for cultural events on the Internet

To find cultural events on the Internet, it is essential to:

- be able to use Internet browser (Internet Explorer, Mozilla Firefox, Google Chrome),
- be able to use Internet search engines /seznam.cz, google.com/,
- to know the basics of the Internet address format,
- to know how to use keywords while searching the Internet.

An example of how to continue with the course:

We continue our story: "...to find out what cultural events will be held in our neighbourhood we will use an assistant named the Internet and a computer, tablet, smartphone. The browser serves us to enter the Internet world. Have you ever heard of Internet browsers? Are you using any? Do you have a favourite browser?"

- Support the debate in your group. Try to encourage the participants to be active and involved.
- Discuss and show the basic differences between Internet browsers.
- Choose one web browser that everyone will use during this course.
- Learn the basic rules for entering an Internet address in the browser.
- Discuss and show the basic differences between mostly used search engines.
- Let the participants use the search engine they are familiar with.
- Discussion: "What does a keyword mean? Does anyone use it? Which keywords? Do you know rules of using it?"
- Try using keywords when searching the Internet.

"You were doing very well. Now we are ready to find an interesting cultural event in your neighbourhood or anywhere else."

- Search for cultural events, search for cultural signposts, get interested in the content of cultural events. Each participant looks for the type of cultural event they are interested in in their everyday life (theatre, concert, exhibition, cinema, etc.),
- It is essential that the second trainer is ready to help the participants achieve their goals.

III. Repetition, consolidation, discussion, queries

In this section, it is necessary to simply repeat the approach and point out the possibility of a simple solution.

It is also important to point out that the participants have managed to solve everything by themselves. They are now ready to search for cultural events on the Internet.

Participants should be given a scope for further inquiries.



BOOK AND PAY FOR A CULTURAL EVENT

Digital skills covered	<ul style="list-style-type: none"> * on-line shopping and paying, * using browsers, * on-line banking, * Internet security.
Learning objectives	To book and eventually buy ticket(s) for a cultural event, to learn about payment methods and Internet security settings.
Description	<p>Participants will be introduced to different ways of booking/paying for cultural events. They will be introduced to all details they may be asked for in the process of booking the tickets (e.g. name, email, etc.).</p> <p>In the first step payment methods, payment card details and Internet security settings will be explained. After that the participants will choose an event to book. Two options will be given: to book an event on a cultural event organizer's website or at a ticket service provider's website. At the end the participants will learn about how to get ("pick-up") the tickets. They will practice the procedure.</p>
Learning outcomes	<ul style="list-style-type: none"> *ability to book and pay for tickets for a cultural event, *ability to use a payment card, *knowledge about where and how to make a reservation and buy a ticket, *knowledge about dangers of using the Internet, how to secure the computer while shopping online, *knowledge about details of a payment card, payment methods.
Variables to take into account	<ul style="list-style-type: none"> *equipment: <ul style="list-style-type: none"> - computers with Internet access, - data projector, *support materials: <ul style="list-style-type: none"> - a payment card example, - list of cultural events, cultural events organizers and ticket services providers, - presentation with key information and graphics.
Recommended number of people	Up to 10 participants (1 trainer/5 people)
Previous knowledge and skills required for participation	<ul style="list-style-type: none"> * ability to use a mouse (touchpad, stylus), * ability to use an Internet browser (Internet Explorer, Mozilla Firefox, Google Chrome), * ability to use Internet search engines (e.g. seznam.cz, google.com), * ability to use email.

Recommended duration	3 x 45 min. (duration should depend on the participants' knowledge and skills)
References and useful links	<ul style="list-style-type: none"> * mozilla.org, Mozilla Firefox Internet browser, * google.com/chrome, Google Chrome Internet browser, * microsoft.com/en-us/download, Internet Explorer Internet browser, * registrace.seznam.cz, The Czech email for free, * seznam.cz, the Czech Internet search engine, * google.com, the International Internet search engine, * support.google.com/websearch/answer/2466433?hl=en, Common search techniques, * prague.eu/en/events, The Official Tourist Website for Prague – Events in Prague, * narodni-divadlo.cz/en, The National Theatre in the Czech Republic, * kdykde.cz, Events in the Czech Republic, * mojebanka.cz/cs/demo/mbc/en/login/login.html, Demo version of Internet banking, * gopay.com, Demo version of Payment gateway, * dnesni-svet.cz/platebni-styk-p66.html, Payment card, * avast.com, Free antivirus.

GUIDE TO PROPER PERFORMANCE

This course can be built independently or linked to the “Search for a cultural event” workshop.

I. Introduction, warm-up activities, motivation

The storytelling method will serve well to hide the “computer course” into a friendly culture environment. We do not intent to scare our participants with technical issues, so the “everyday story” will move us towards the goal. We can also mention a “problem” that the group will try to solve (problem teaching method). All visual aids (presentations, pictures, videos, etc.) are very welcome.

An example of how to open a course:

The trainer can start with a story: “You promised a friend that you would buy tickets for a cultural event that you have looked forward to for a long time. You have broken your leg and you cannot go to the ticket office. Your friend relies on you to buy the best seats on time. How can you accomplish this difficult task now? Do you have any idea?”

Give enough time to the participants to share their ideas and thoughts. Support the debate in your group and encourage participants to be active and involved. The right answer is the Internet, computer, tablet, smartphone.

II. Preparing to book tickets for a cultural event I

What is essential for booking a cultural event?
What is necessary to buy a cultural event ticket?
Where are you looking for cultural events?
How can I pay online?
What is the Internet security?

Look for answers to all questions together. Practice with real examples.

III. Preparing to book tickets for a cultural event II

If necessary, create an email account, check your computer's security settings. Explain the credit/pay card main elements on the card.

Work together. Support each other. Be patient and try to link every step of the process with the story (introduced at the beginning of the lesson), or with a real-life situation.

IV. Searching for cultural events on the Internet, booking tickets for cultural events

If necessary, pay attention to the Internet browser, typing Internet addresses in the browser, searching the Internet and using keywords correctly.

- Each user will find a cultural event they are interested in.
- Each user will try to book tickets for a cultural event.

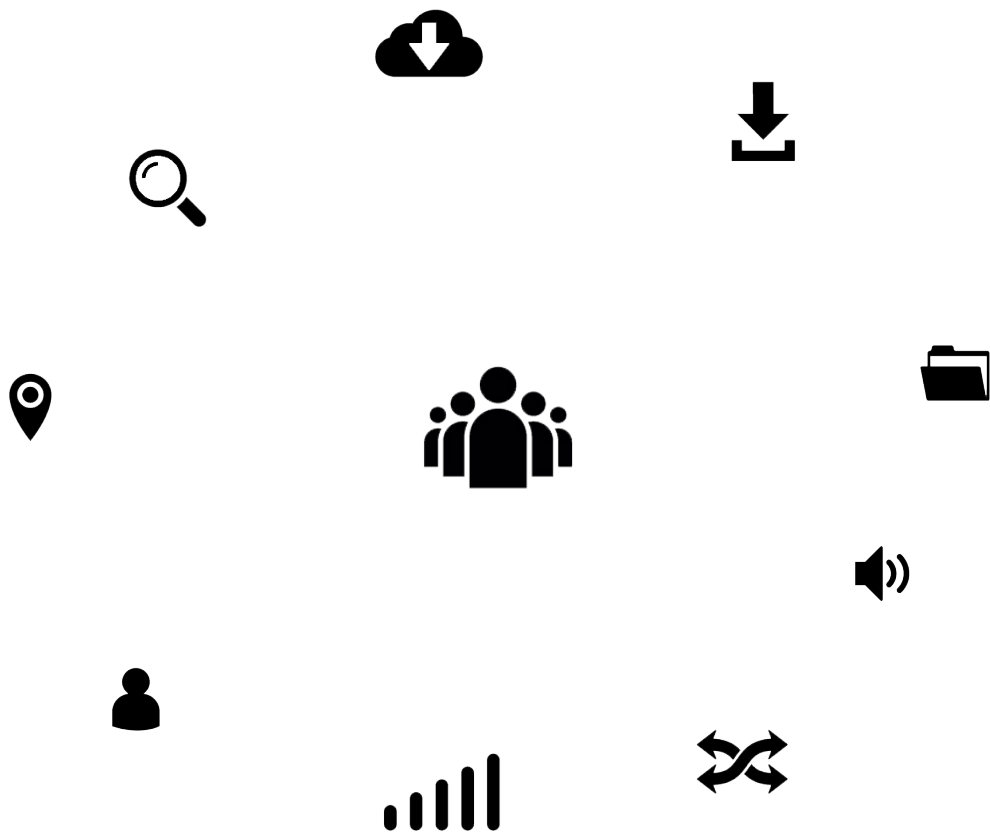
26 V. Purchasing tickets for a cultural event

- Debate about differences between booking and purchasing.
- Simulate buying tickets for a cultural event.

VI. Repetition, consolidation, discussion, queries

At the end summarize the story. Emphasize that the participants successfully managed to solve the problem by themselves.

Internet security is important, so we need to repeat this part again. Leave enough time for questions and discussions.



SMART ART

Digital skills covered	<ul style="list-style-type: none"> * taking photos with a smartphone, * using photo editing software, * printing procedure.
Learning objectives	The goal is to increase interest in using smartphones and/or tablets in seniors' everyday life.
Description	<p>The learners will be introduced to basics of using a smartphone and some photography skills and tricks:</p> <ul style="list-style-type: none"> * basic knowledge about smartphones * photography skills * printing skills
Learning outcomes	<ul style="list-style-type: none"> * basic knowledge about smartphones, * ability to use a smartphone, * basic ability to prepare a photo for printing, * ability to print a photo.
Variables to take into account	<ul style="list-style-type: none"> * equipment: <ul style="list-style-type: none"> - smartphones or tablets, - computer,, - printer, * materials: photo paper.
Recommended number of people	8-10, for a bigger groups an assistant will be needed
Previous knowledge and skills required for participation	None
Recommended duration	<p>3 hours:</p> <ul style="list-style-type: none"> - 1 hour - learning how to use a smartphone/tablet - 1 hour - taking photos individually, - 1 hour - photo edition and printing.

GUIDE TO PROPER PERFORMANCE

I. First part – Introduction of activity

1. Before starting the session you need to know how many smartphones you need. Do the participants bring their own?
2. Ask the participants how much they know about using smartphones and photography.
3. If the participants have no smartphone skills, a working session regarding smartphone usage should be done.

II. Second part – The participants take photos

The participants get divided into small groups and receive the following instruction:

1. The participants are assigned to take some photos of their choice (portraits, nature, etc.).
2. After choosing which photos they would like to print, they will be introduced to preparing photos for printing process and how to transfer photos from a smartphone to the computer disk.
3. Participants print the photos of their choice.

A small exhibition can be organized after the workshop.

LET'S CREATE AN E-BOOK!

Digital skills covered	* using a web browser, * creating, editing and processing text with MS Word.
Learning objectives	The goal of this tool is to increase interest in using computer in everyday life and to learn basic computer skills.
Description	The learners will be introduced to basics of using a computer, web browser and MS Word program. After the workshop, participants will know how to use a computer, search the Internet and create a text document.
Learning outcomes	* basic skills of using a computer: hardware and software (operating system), * ability to use a web browser and search the Internet, * ability to create a text document.
Variables to take into account	* equipment: - computer with Internet access.
Recommended number of people	8-10, for a bigger groups an assistant will be needed
Previous knowledge and skills required for participation	None
Recommended duration	8 hours: - 2 hours - learning basics of using a computer, - 2 hours - learning about the Internet and how to use a web browser, - 4 hours - learning how to work with MS Word. It would be better to do different parts of the workshop in separate days, to make it easier for the participants.

GUIDE TO PROPER PERFORMANCE

I. First part - Introduction of the activity and the computer

1. Before starting the session you need to know how many computers you need. Do the participants bring their own?
2. You need Wi-Fi access and password if participants bring their own computer
3. Ask the participants how much they know about using a computer and text editors.
4. If the participants have no computer skills, a working session regarding basic computer skills should be done:

- general information about hardware, software, the Internet and security,
- working with computer hardware (using the mouse/touchpad and keyboard): moving the cursor on-screen with the mouse or touchpad, clicking, right-clicking and double-clicking the mouse, using basic keyboard functions such as backspace, enter/return, space bar, delete, tab, shift and caps lock, basic typing skills,
- learning how to use an operating system (Windows) - finding, running and closing an application, information about how files and folders work, saving a file, using Windows Explorer to find and open a file, turning off and restarting a computer.

II. Second part – Getting online

1. Participants are introduced to basics of using the Internet:

- finding and opening a web browser,
- opening a website,
- understanding links,
- searching on Google,
- searching and downloading images.

III. Third part – Creating an e-book

1. Participants are introduced to using MS Word:

- opening MS Word,
- creating a new document,
- using basic formatting functions (bold, italics, underline, font size and type),
- saving and printing a finished document.

2. Participants are assigned to write a short story using MS Word and add related photos to the document.

3. Trainer creates an e-book using all texts and photos. Later this e-book can be put on the organization's website, so the participants could find and read it.

IV. Recommendation

If a group has no computer skills, it would be better to have 1 instructor for every 5 participants, because this type of group requires a lot of attention and patience.

KAHOOT QUIZ

Digital skills covered	<ul style="list-style-type: none"> * using the recommended web browser, * following the instructions on how to use the Internet address provided by the trainer, * using the proper given key words to log in to a certain application, * logging in to a website, * getting familiar with the Kahoot application options and rules.
Learning objectives	Distinguishing between different web browsers, getting to know search sections in the browser, correct use of key words, learning the log in techniques, getting to know the Kahoot application.
Description	Participants will be given the exact Internet address to access the Kahoot application. They will be instructed to follow the trainer's advice and the information given on the projected website. They will be instructed to enter the number shown on the projected website and to choose their nickname for the game and write it in the appropriate box shown on the screen. Participants will be informed about the number of questions the quiz contains. They will learn that for each question in the quiz they will be given a choice of 4 answers. They have to follow the projected website to see the four possible answers coloured with different colours and afterwards they have to use the mouse to choose the appropriate colour with the right answer before the time of 20 seconds expires.
Learning outcomes	<ul style="list-style-type: none"> * ability to use Kahoot application to learn about different cultures in Europe, * ability to log in to Internet applications, * ability to work with browsers and search engines, * ability to use the key words precisely.
Variables to take into account	<ul style="list-style-type: none"> * quality of digital devices used (older/newer versions), * type of devices used (computers, tablets, smartphones), * Internet connection (speed, signal quality), * number of people in the class (individual or group work – depending of the number of people and their digital skills).
Recommended number of people	Minimum two, maximum three people in the group that works with the same computer (altogether in the classroom – maximum 15).
Previous knowledge and skills required for participation	* basic knowledge of the use of computers and the Internet.
Recommended duration	3 pedagogic hours

GUIDE TO PROPER PERFORMANCE

It is recommended to previously inform the participants about the activities they will be doing and the countries and the culture they will be discovering in the quiz.

Before carrying out the activity the trainer should decide which topic they intend to cover with the quiz. For example, they can decide to involve the participants in the Kahoot activity covering cultures and facts about different European countries. There are two options: the first one is to look for already existing Kahoot quiz with this topic on Kahoot.com. The user enters the website, creates an account, and chooses section Explore games. There they can find a section that corresponds with their topic and choose the best one, or use the Find Kahoots option and type in the desired topic. Afterwards they choose the game and press the Play button. The choice is between Classical and Team mode, press Play and the number of the game appears on the top of the page. The other option is that they create their own quiz under the section Create a new Kahoot. The trainer can choose the title of the activity, a short description of the quiz, who can see and use the quiz, the category of the audience, and language of the quiz. After choosing all these, they can start creating questions. They type in a question and give four possible answers, only one of them being correct. They can also choose the time the participants have to answer each question. It is possible to upload a photo for each question to make the quiz more attractive. The trainer can type in as many questions as they wish. They then save the Kahoot quiz and are able to find it every time they sign in and choose the section My Kahoots.

Trainers should bear in mind that each activity they carry out with this target group will depend on the digital and ICT competences of the participants. For example, if you have an absolute beginners course, it is a good idea to take some time before the class starts, turn on all the computers in the classroom and open the Kahoot website. Therefore, when the participants arrive, they will all have the site on the screen, they will just have to type in the game PIN. This will save you a lot of time and will prevent the participants from getting frustrated even before they start the quiz. If the group is more advanced, they can do this on their own and the trainer gives them the exact Internet address of the Kahoot website. The quiz can be played on computers, tablets or smartphones.

The trainer opens the website, chooses the selected Kahoot quiz and turns on the projector, so that the questions and possible answers are projected on a big screen, where all participants can see them. The first page will show them the code of the selected quiz which they have to type in in the bracket Enter PIN. Afterwards the trainer explains to them that they have to choose a nickname and type it in in the bracket that opens next. They will see the questions and answers written down in four brackets, each of them in a different colour, on the big screen. They have to read the question and the four possible answers. Afterwards, the trainer informs them about the time they have to answer one question. On their screens, they will not see the answers, but only the brackets with the same colours they see on the big screen. They have to choose the bracket in the same colour as the bracket with the right answer on the big screen. The person who answers the question correctly and does this in the shortest time will get most points. After each question the participants can see the chart with the best players. The winner is known at the end.

DIGITAL MEMORY ALBUM

Digital skills covered	<ul style="list-style-type: none"> * photo digitalizing process, * scanning, * transferring photos to computer disk, * photo slide show composition, * photo album design.
Learning objectives	<p>The goal is to learn how to digitalize family albums and photos in a proper way, acquire some knowledge of the specific characteristics of the digitalized image (quality of the file, resolution, size, etc.), and to make digital albums. Another objective is to get some knowledge of the differences between analogic and digital photos, to know how to preserve them (the process of digitalizing could also open a debate on how to better preserve printed photos). At the end of the workshop, each participant can tell the story of the album or of the photograph while projecting the photos.</p>
Description	<p>The participants will be asked to bring family photos or photos from their past, representing and containing important memories. They will select some of those photos to make a digital album of memories. The digital album is another way of preserving printed photos (that can get damaged due to the passage of time), and a way to pass on family memories to young people who are more and more used to use digital photography.</p> <p>At the beginning, it will be explained and shown how to use the scanner.</p> <p>After that, the participants will start scanning their photos.</p> <p>The next step is to make the digital album, which can mean to reproduce the analogic album as a digital one or to create a completely new one.</p> <p>There could also be a topic concerning sharing photos on the Internet.</p>
Learning outcomes	<ul style="list-style-type: none"> * ability to preserve photos digitally * ability differentiate between analogic and digital photo * ability to scan a photograph * ability to make a digital photo album
Variables to take into account	<ul style="list-style-type: none"> * equipment: <ul style="list-style-type: none"> - computers, - scanner, - data projector, * software: <ul style="list-style-type: none"> - scanner software (free), - layout software for making the album (e.g. Scribus, InDesign, even Open Office and MS Word – for simple use, the choice depends on previous knowledge),

	- materials: pen and notebook/papers to take notes.
Recommended number of people	Up to 6
Recommended duration	<p>5 hours (circa):</p> <ul style="list-style-type: none"> - 0.5 hour - presentation of all people involved, introduction of the activity, - 0.5 hour - selection of photos, - 0.5 hour - writing and sharing comments and memories, - 0.5 hour - explaining and trying the scanner, - 1 hour - scanning photos, - 0.15 hour – break, - 0.5 hour - explaining and showing how to make an album, - 1 hour - making the album, - 0.5 hour - sharing the stories. <p>If possible, it would be better to split the activity in two days, so that the participants do not get too tired and you can have more hours in total (3 hours per day). This way the activity will be more beneficial.</p>
Previous knowledge and skills required for participation	None
References and other useful sources	<p>* tuttoggi.info/la-memoria-nei-cassetti-mostra-fotografica-a-palazzo-della-penna-guarda-le-foto/190042/</p> <p>* www.mackbooks.co.uk/books/1006-The-Hidden-Mother.html</p>

GUIDE TO PROPER PERFORMANCE

I. First part: general

1. The group should consist of no more than 6 participants.
2. If you have more than 6 participants, you need at least two trainers.
3. You can work with a mixed group of people: who already used the scanner and people who never did. Nevertheless, it is preferable to have a group of people on the same level (e.g. do not put in the same group people who can use the scanner and people who cannot).
4. Ask the participants how much they know about photography and scanning processes. Ask if they have ever used a scanner.

II. Second part: photo selection + text writing – guide step by step

1. When contacting participants, ask them to bring around 20 photos that they would like to work with.

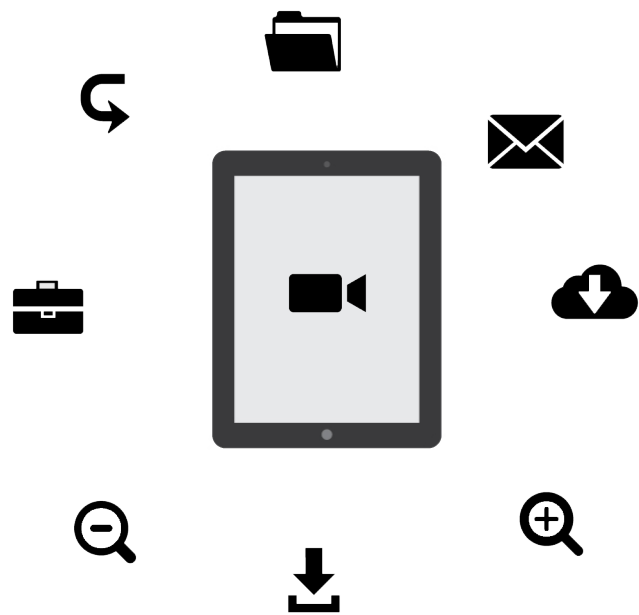
2. Once the workshop starts, ask them to make a further selection so that everyone has 10 photos.
3. Try to work on the narrative aspect: the selection, apart from being a selection of the most loved images, can be built around a story that could be told later.
4. Since the workshop has a technical aspect which can become boring, the creative aspect can emerge through the selection of the photos and how the participants decide to tell their stories. When it comes to writing, they should feel free to write the story in every way they want, keeping in mind the relation with the image.
5. After the participants have finished selecting the images, make some examples with text and ask them to write their own. It can be done in different ways:
 - each photo has its own text, like a caption or
 - one text for all photos.

III. Third part: scanning– guide step by step

1. The scanning process is primarily made by the trainer who shows how to do it.
2. Explain what a scanner is and how it works. Do not go too much into the technical details, just conceptually explain the purpose of the scanner and its main functions.
3. Explain how to switch it on, how to set the scanner for images, colour/black and white, resolution (dpi), how to name the file and where to save it.
4. In pairs, the participants should assist the trainer in what she/he is doing and later they should try it themselves. Remember that the main goal of the workshop is not to make the participants 100% familiar with the scanner. What matters is that they understand the mechanism and try, try, try.

IV. Fourth part: album – guide step by step

1. The process of creating an album is supposed to be a group project, but it depends on the level of the participants. If the group is already at a good level and is able to use photo editing software, text editors, etc., it can become an individual activity where the trainers support the process. If the group is inexperienced, it is better to keep it as a group project.
2. The trainer is using a computer connected to a projector, so that everyone can see the screening of what she/he is doing on a wall/screen. Every album will be made together. You can use any software you like.
3. Ask if someone wants to volunteer to be start. Let this person sit next to you and work with you on the computer, while the others will look at the projection. Repeat it with each participant.



COMPOSE & PLAY

Digital skills covered	<ul style="list-style-type: none"> * sound recording, * sound editing, * field recording.
Learning objectives	<p>The goal is to introduce the participants to a digital tool to compose music with the help of a computer and give them the possibility to approach a new creative tool to produce arts, which usually is beyond 50+ people's imagination.</p> <p>Interaction between young and 50+ people, where the roles are turned "upside down" and the youngsters become "teachers".</p>
Description	<p>The participants will first receive basic technical preparation and notions on electronic music. This could be made through a brief history of analog and digital music (which could be prepared as a .pdf or .ppt files, a video, etc.), with the help from young people.</p> <p>The next step is to work with the sound of the city: the participants can choose any kind of sound they like (bells, train, voice of people at the market, sound of the bus arriving, sound of TV, cash machines, etc.) and feel that it connects them with their personal story. The objective is to record sounds that will later become the core elements of the soundtracks they will compose.</p> <p>The process of recording sound outside of a recording studio is called field recording.</p> <p>After the recording phase there comes the phase of composing: the participants will work with sound editing software to produce their own soundtracks out of the sounds they recorded.</p> <p>The final step can be an event, during which the music is shared to do something funny, like dancing, a series of radio broadcasts, a party open to the audience, etc., so that the participants can also listen to their songs with other people, dance to them, talk about them. The event could be organized in collaboration with an association of young people, schools, university, etc. The playlist could be made available online or recorded on a CD.</p>
Learning outcomes	<ul style="list-style-type: none"> * basic knowledge of history of electronic music, * ability to identify the differences between instrumental and digital sound, * knowledge of music terminology, * ability to listen to music, to pay attention to the act of listening, * ability to record sound, * ability to make a basic postproduction of sound, * ability to compose a short soundtrack.

Variables to take into account	<ul style="list-style-type: none"> * trainers: <ul style="list-style-type: none"> - a person who works with digital sound or has at least basic knowledge about it, * equipment: <ul style="list-style-type: none"> - computers with Internet access, - recorders (also mobiles), * software: <ul style="list-style-type: none"> - postproduction software (e.g. like Garageband for Mac, LMMS for Windows and Ubuntu).
Recommened number of people	Up to 5
Previous knowledge and skills required for participation	None
Recommended duration	3-4 hours: <ul style="list-style-type: none"> - 0.5 hour - introduction to the theory and history of electronic music, - 0.5-1 hour – choosing favourite city sounds, - 1 hour - recording session, - 1-1.5 hour – soundtrack production.
References and other useful sources	* citiesandmemory.com

THE NEW ME

Digital skills covered	<ul style="list-style-type: none"> * taking photos with a digital camera, * transferring photos to computer disk, * using photo editing and photomontage software, * uploading content on the Internet.
Learning objectives	<p>To teach participants basics of photography, especially photo portraits, and show them ways to creatively process and transform them, creating new images.</p> <p>To introduce participants to a simple digital tool – software – that they can use to express themselves creatively.</p>
Description	<p>Photo edition and photomontage allows to change images – correct imperfections, change colours, add or remove elements, in general – play with photos and transform them into images that depict the author's imagination and creativity.</p> <p>The participants will be taught basics of portrait photography – what elements they should consider while taking a photo, as well as how they can use the photos and transform them into their individual pieces of art, using dedicated software.</p> <p>The implementation can be divided into two parts:</p> <p>Part I What makes a good portrait? – introduction with examples, basic information about important camera settings, elements to consider: i.e. background, light, poses. Taking portraits – participants make portraits of each other.</p> <p>Part II Edition of the photos – basics of using the software: selecting and cutting, changing colours (e.g. hair, eyes), applying textures (e.g. on the skin), retouching (changing the colour of skin, eyes, reducing wrinkles, etc.). Photomontage – selecting and cutting fragments of photos and making a simple collage.</p>
Learning outcomes	<ul style="list-style-type: none"> * ability to take a good photo portrait, * ability to transfer photos to a computer disk and to use basic photo edition and photomontage tools (software), * ability to upload files on social media.
Variables to take into account	<ul style="list-style-type: none"> * trainers: <ul style="list-style-type: none"> - photographer familiar with photo editing and photomontage software, * software: <ul style="list-style-type: none"> - photo projector (optional), - computers – 1 per 2 persons, - digital camera with tripod – 1 per group,

	lamp, * software: free photo editing and photomontage software, * materials: materials for photo backgrounds, depending on the groups' idea.
Recommended number of people	4 - 6
Previous knowledge and skills required for participation	* basic ability to use and control the computer mouse, * basic knowledge about the use of a digital camera.
Recommended duration	5-7 hours

GUIDE TO PROPER PERFORMANCE

I. Equipment

Make sure you have enough computers. How many participants can bring their own equipment?

Photo projector can be used as a supportive tool – to lead the learners through the process of photo edition and photomontage by presenting them particular software functions on a bigger screen/wall.

II. Software

If possible, use free software, e.g. GIMP. Check if it is installed on each computer. If not, you will need to set some time aside before the proper workshop starts, to install it or help your participants do it.

III. Workshop extension

Depending on the finances of the organizer, the photos can be then printed and exhibited, or the portraits can be uploaded on the participants' individual social media profiles.

Also, if the participants find it necessary and it is financially doable for the organizer, the workshop could start with a short photography course to teach the participants basics of taking photos – how to work with light, what elements to take into account while taking photos, especially portraits, and also to familiarize them with basic camera settings.

ANIMATION - NOT FOR KIDS

Digital skills covered	<ul style="list-style-type: none"> * taking photos with a digital camera, * transferring photos to computer disk, * using photo editing and photomontage software, * uploading content on the Internet.
Learning objectives	To wake participants' creativity and raise their self-esteem by teaching them what seems to be reserved to professionals only – film-making. Use of electronic devices in the process is intended to help overcome the fear and aversion to computers which is common at an older age.
Description	<p>Stop motion is an animation technique that physically manipulates an object so that it appears to move on its own. Photos taken with a digital camera are used to make a short film (in amateur films 1 second of a film needs at least 8 photos). Objects – characters in the film – can be people, plasticine figurines, cutouts, vegetables, plants, etc., anything that the “director” finds appropriate.</p> <p>The implementation can be divided into four parts:</p> <p>Part I What is stop motion animation? – a short introduction with examples, necessary equipment. Presentation of selected techniques to give participants an idea about what they can choose from for their own films. Making own workplaces (optional).</p> <p>Part II Presentation of the participants' ideas for their own films. Discussion of the stories to be presented and potential problems that may occur. Creating simple scripts.</p> <p>Part III Filming – taking photos according to the scripts.</p> <p>Part IV Selection and edition of the photos, making films using film editing software. Presentation of the works. Uploading selected films on social media of the participants' choice.</p>
Learning outcomes	<ul style="list-style-type: none"> * ability to create a simple animation, * ability to transfer files/photos to the computer disk and to use basic photo edition tools, * ability to use film editing software – basic functions, * ability to upload files on social media.
Variables to take into account	<ul style="list-style-type: none"> * trainers: <ul style="list-style-type: none"> - photographer familiar with filmmaking software, equipment:

	<ul style="list-style-type: none"> * data projector (optional), - computers – 1 per 2 persons, - digital cameras – 1 per 2 persons, - tripod – one per camera, or self-made “filmset”, lamps, * software: free film editing software, * materials: carton boxes, other materials depending on the chosen objects for the film (e.g. plasticine, playing blocks, etc.).
Recommended number of people	4-6
Previous knowledge and skills required for participation	* basic ability to use and control the computer mouse.
Recommended duration	7-9 hours

GUIDE TO PROPER PERFORMANCE

I. Equipment

Make sure you have enough computers and digital cameras. How many participants can bring their own devices?

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II. Software

If possible, use free software, e.g. Windows Movie Maker. Check if it is installed on each computer. If not, you will need to set some time aside before the proper workshop starts, to install it or help your participants do it.

III. Photo projector

It can be used as a supportive tool – to lead the participants through the basic functions of Windows Movie Maker or similar software by presenting them on a bigger screen/wall.

III. Workshop extension

If the participants decide so, the workshop can be extended by one more part during which they add background music to the film files. The music can be added in Windows Movie Maker. Free music files for download can be found on the Internet, e.g.:

- <http://audionautix.com/>
- <http://www.bensound.com/>

Instead of using tripods the participants can build their own “filmsets” using carton boxes. Four side walls of the box should be cut out, creating four “windows” in the box. The “floor” of the box will be the “filmset”. In the top wall an opening should be cut out to accommodate the camera and hold it still. A lamp put next to the box will light the “filmset”.



EVALUATION

Why evaluate?

While evaluation is often perceived as difficult and unnecessary, it can, when carried out wisely, provide essential information about the evaluated process, workshop or other event.

Why do we evaluate? Evaluation is a perfect opportunity to take a closer look at the undertaken activity - if it was implemented as planned and if the expected results and goals were achieved. The participants' opinions gathered during the process of evaluation help not only to get a better idea what should be improved in the future but also, by letting the participants express their needs and suggestions, better integrate them with the organizer. When carried out thoroughly and seriously, evaluation can provide inspiration for further activity.

Evaluation step by step

- 46 Evaluation is something to think about before the implementation starts. The question “what we want to find out” should be answered in advance and the tools should be chosen and shaped accordingly. Who is going to evaluate is also an essential question. All the answers should be included in the evaluation plan to ensure smooth and efficient evaluation process.

Easy evaluation tools

Suitcase and trashcan

When to use it:

- evaluation of workshops, meetings, one-time events or regular classes,
- put a suitcase (or even a bag instead) and a trashcan in the workshop room,

How to use it:

- put a suitcase (or even a bag instead) and a trashcan in the workshop room,

- give each participant a set of small cards with a headword written on them (e.g. “atmosphere”), depending on what you want to ask about,
- the participants need to decide where they want to put their cards – in the suitcase (when their opinion about the selected subject is positive) or in the trashcan (when they did not like the particular aspect),
- summarize the results and discuss them with the group.

The tool is very quick and quite attractive for the participants. It is also easy to modify depending on the age of participants and type of event. The preparation does not require much effort or money.

Observation form

When to use it:

- evaluation of trainings, workshops, shows and spectacles, to capture the atmosphere and participants’ impressions.

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How to use it:

- choose a person who will observe the workshop and write down their findings,
- draw up a form with fields to fill in, in which the observer will be able to put information, e.g. how the atmosphere changed in different moments of the workshop, how the moods were changing, whether the participants liked what they were doing, whether they were committed to what they were doing, whether the group was committed equally or not, etc.,
- take notes during the workshops or shortly after it is finished to not forget your observations and lose important findings.

The tool allows to capture passing reactions, happenings and thoughts, and can be used as a great complementary tool for other evaluation methods.

Questionnaire

When to use it:

- evaluation of trainings, workshops, smaller events in general, when quantitative data is needed.
- when quantitative data is needed.

How to use it:

- draw up a questionnaire, the questions should fit into one page,

-exemplary questions:

- How did you like the workshop?
- How would you rate the trainer/instructor?
- How do you like the organization of the workshop?
- How would you rate the atmosphere of the workshop?
- Was the workshop interesting, worth recommending?
- Would you like to participate in similar events?

- each question can be answered using marks from 1 to 5 or statements from “very bad” to “very good”,

- participants fill in the questionnaires after the workshop is finished or also before it starts, if we want to capture a change.

The method is easy to implement although it requires some basic analyzing skills of collected data.



GLOSSARY

GLOSSARY OF TERMS

Please click on the link letters below or use the scroll function to search through our glossary.

A B C D E F G H I J K L M N O P Q R S T U V X Y W Z

A

Apps / Applications

A self contained programme or piece of software designed to fulfil a particular purpose.

Android

Operating system used for smartphones and tablet computers.

Anti Virus

A program that specifically protects against viruses.

Anti-Spyware

Protects against malicious software that may be gathering your information without your knowledge.

B

Bluetooth

A wireless network which can be used to transfer data (like photos and videos) between mobile phones over very short distances.

Broadband

A permanent high-speed internet connection. It receives digital information about 100 times faster than an old dial up modem and is always on.

Browser

A software program that allows you to view files (including web pages, PDFs, images, video and audio) over the internet. It is likely that you are viewing this text as part of a web page file on the internet via your browser right now.

C

Cc

Stands for 'carbon copy', and is similar to the 'To' field in an email. Putting someone's email address in this field will send them a copy of the email.

Character

One letter or symbol of text. For example, a single standard SMS text

message can be up to 160 characters long.

Computer

An electronic device that manipulates information or data. It has the ability to store, retrieve, and process this data.

Control key (Ctrl)

A key on the computer keyboard that performs a special operation when pressed with another key.

Control Panel

The Microsoft Windows Control Panel is a management tool for the Windows operating system (OS) that allows end users to change settings and manage tasks within the OS.

Cookies

Small files automatically downloaded to your computer by websites, which can contain information about you and what you've done on that website for the website to view next time you go online.

Credit card

A common form of credit. With a credit card, the credit card company, often a bank, grants a line of credit to the cardholder. The cardholder can make purchases from merchants, and borrow the money for these purchases from the credit card company.

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Cursor

The flashing vertical line on the screen that shows you where you are and where the next character you type will appear.

Cut and paste

Taking information from one place and putting it in another.

D

Desktop computer

Many people use desktop computers at work, home, school, or the library. They can be small, medium, or large in style, and they are usually placed on a desk. Once you add a monitor, mouse, and keyboard, you have what is typically known as a desktop computer.

Desktop

The screen you see when your computer has finished starting up is called the desktop which generally consists of menus at the bottom, top, and/or sides of the screen, with the rest of the screen containing a desktop background (or wallpaper).

Downloading

Your browser can display many different types of documents, media, and other files. But there are times when you'll want to access a file outside of your browser. Downloading enables you to do this by putting the file on your computer so you can access it.

Domain name

Another word for a web address: for example "cultureatyourfingertips.eu" is a domain name.

Drag and drop

Moving files from one place to another by clicking on them once, holding down the mouse button and dragging them across your screen. You can drag and drop files from one window to another.

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E

Email

Electronic mail is a way to send and receive messages across the Internet.

Email attachments

Documents and files (such as images and videos) which are sent along with an email.

Error message

A message letting you know that something has gone wrong or is not working as it should (often in the form of a pop-up).

F

Facebook

A popular free social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues.

Favourites

A web link that you have saved to your browser so you can easily access the page without having to type in the whole address or use a search engine.

File

A piece of information which can be opened by a computer program; for example an image, a text document, or a video.

File extension

The bit of text at the end of a file which tells your computer which software program should open it. For example, a file ending with “.jpg” is an image.

File not found

This message means that your computer or web browser can't find the file that you've asked it to look for.

Firewall

A piece of hardware or software that controls what information passes from your computer to the Internet, and who or what can access your computer while you're connected.

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Font

A specific typeface which sets out how text looks on the page, for example, Arial is a popular typeface, and Arial Narrow is a specific font.

G

Gallery

A selection of photos or images.

Google

A company known for providing a popular search engine, as well as a free webmail service and many other web applications.

H

Hardware

This is any part of your computer that has a physical structure, such as

the computer monitor or keyboard.

Hard Disk Drive

A hard disk drive (sometimes abbreviated as Hard drive, HD, or HDD) is a device used to permanently store and also retrieve information.

Homepage

The web page your browser automatically displays when you start it up. Most browsers will allow you to change your homepage.

HTTP

Hypertext Transfer Protocol: the letters at the start of a web address, which give a command to your computer to request information from the website you want to look at.

HTTPS

See 'Hypertext Transfer Protocol', above. The 'S' means that your connection to the website is secure.

Hyperlink

58 Text, which when clicked, takes you to another web page. Hyperlinks (known mostly as "links") will often appear underlined either all of the time or when you move the mouse over them.

I

iPad

A touch-screen type of tablet computer made by Apple, which will only run software approved by Apple and purchased through the iTunes store.

iPhone

A touch-screen smartphone made by Apple.

Icon

A small linked picture which represents an action. The icons on your desktop represent what will happen if you click on them - so a text document might be represented as a piece of paper with words on it, or an image might be represented by an icon showing a photo frame.

Inbox

The part of your email program/webmail where you can view all the emails you have received.

Install

Transferring software onto your computer and setting it up so that it can work properly.

Internet

Millions of computers (and the data stored on them) around the world connected together by telephone lines, cables or satellites over which they can exchange information.

Internet banking

An electronic payment system that enables customers of a bank or other financial institution to conduct a range of financial transactions through the financial institution's website. The online banking system will typically connect to or be part of the core banking system operated by a bank and is in contrast to branch banking which was the traditional way customers accessed banking services.

Internet security

A branch of computer security specifically related to the Internet, often involving browser security but also network security on a more general level, as it applies to other applications or operating systems as a whole. Its objective is to establish rules and measures to use against attacks over the Internet

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Internet service provider

An Internet service provider (ISP) is an organization that provides services for accessing, using or participating in the Internet.

Internet Explorer

The default web browser for Windows computers and tablets.

J

JPG/JPEG

Backspace is the keyboard key that originally pushed the typewriter carriage one position backwards, and in modern computer systems moves the display cursor one position backwards

K

Keyboard

A file extension which denotes that the file is an image. This format is most often used for photographs.

L

Laptop computer

A personal computer that can be easily carried and used in a variety of locations.

Log inn/on

To sign in to a service by entering your details and password.

Log off

To 'sign out' from a service so that nobody else can access your data or pretend to be you.

M

Mailbox

Another word for email inbox.

Mailing list

Multiple email addresses collected with the intention of sending out newsletters or group emails.

Media player

A software program which plays audio and video content: RealPlayer, iTunes and Windows Media Player are popular media players.

Memory stick

A small piece of hardware to store data that you can plug into your computer through a USB port.

Microsoft

World's leading producer of computer software.

Microsoft Office

A suite of software created by computer giant Microsoft, with software to create text documents, spreadsheets, slide-shows, emails and more.

Monitor

Used to display images and text on the screen.

Mouse

A peripheral that is known as a pointing device. It lets you point to objects on the screen, click on them, and move them.

Mouse pointer

The little arrow displayed on the screen that you move by manually moving your mouse/using the touchpad of your laptop.

Mouse wheel

The wheel in the middle of most computer mice that allows you to scroll up and down the screen.

Mozilla Firefox

Firefox is a free and open-source web browser and is available for Windows, macOS, Linux and Android operating systems.

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N

Navigate/Navigation

To move within or between websites using navigation bars and links.

Network

A group of computers communicating together via a server along cables or wirelessly.

Notepad

The most basic text-editing software available on a PC. It comes as standard on computers with a Windows operating system.

O

Operating system

The most important piece of software that runs on a computer. It manages the computer's memory, processes, and all of its software and hardware. It also allows you to communicate with the computer without knowing how

to speak the computer's "language".

P

Password

A secret combination of letters and numbers (and sometimes other characters) which protects personal information.

PayPal

A company which acts as an intermediary between your bank and online retailers, meaning you can pay for things online without having to trust retailers with your credit card details.

Payment card

A payment system that enables its owner (the cardholder) to make a payment by electronic funds transfer. The most common types of payment cards are credit cards and debit cards.

Payment methods

The most common means of payment involve use of money, cheque, or debit, credit or bank transfers.

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PC

Personal Computer, also known as a desktop computer. Usually a computer with a separate hard drive, monitor, mouse and keyboard, which is suitable for using at home and in the office.

PDF

A file extension by Adobe. PDFs are formatted documents that have been fixed in place, and are difficult to edit. This format is commonly used for brochures and formal documents, so that they can be viewed and printed the way the creator intended.

Printer

A device used to print documents, photos, or anything else that appears on your screen.

Problem-based learning

A student-centered pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in trigger material. The process does not focus on problem solving with a defined solution, but it allows for the development of other desirable skills and attributes. This includes knowledge acquisition, enhanced group collabo-

ration and communication. It enhances critical appraisal, literature retrieval and encourages ongoing learning in a team environment.

Program

A software program is a technology that allows you and your computer to perform certain actions - like creating a text document, viewing and editing an image, or watching a video.

Projector

(Data Projector) is a device that projects computer output onto a white or silver fabric screen that is wall, ceiling or tripod mounted. It is widely used in classrooms and auditoriums for instruction and slide presentations.

R

Return key

A key pressed on a computer keyboard to simulate a carriage return in a word-processing program, or to indicate the end of a command or data string.

Register

To sign up for a service by providing your contact details (such as your email address, and a password).

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S

Scanner

A scanner allows you to copy an image or document and save it to your computer as an image.

Search bar

A rectangular field on screen that accepts typed-in text in order to look up something or launch a search for related information.

Search engines

Specialized websites that help you find what you're looking for on the Web. All you have to do is type in one or more keywords, and the search engine will look for matching websites from all over the Web.

Search techniques

The symbols or words in a search to make the search results more accu-

rate.

Shift Key

A key on a typewriter or computer keyboard used to switch between two sets of characters or functions, principally between lower- and upper-case letters.

Smartphone

A powerful mobile phone that is designed to run a variety of applications in addition to providing a phone service.

Social media

Websites and applications that enable users to create and share content. Social media can be used for many things: staying in touch with friends and family, promoting your cause, and keeping up with trending topics and news.

Software

Any set of instructions that tells the hardware what to do. It is what guides the hardware and tells it how to complete each task. Some examples of software include web browsers, games, and word processors such as Microsoft Word.

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Space Bar key

The “space bar”, “spacebar”, “blank”, or “space key”, is a key on a typewriter or alphanumeric keyboard in the form of a horizontal bar in the lowermost row, significantly wider than other keys. Its main purpose is to conveniently enter a space.

Storytelling

The social and cultural activity of sharing stories, often with improvisation, theatrics, or embellishment. Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation and instilling moral values. Crucial elements of stories and storytelling include plot, characters and narrative point of view.

Stylus

A stylus (or stylus pen) is a small pen-shaped instrument that is used to input commands to a computer screen, mobile device or graphics tablet. With touchscreen devices, a user places a stylus on the surface of the screen to draw or make selections by tapping the stylus on the screen.

Surf/surfing

To use the Internet to go from one website to another, often without a specific purpose.

T

Tablet computers

These use a touch-sensitive screen for typing and navigation. Because they don't require a keyboard or mouse, tablet computers are even more portable than laptops.

Touchpad

A touchpad or trackpad is a pointing device featuring a tactile sensor, a specialized surface that can translate the motion and position of a user's fingers to a relative position on the operating system that is made output to the screen. Touchpads are a common feature of laptop computers, and are also used as a substitute for a mouse where desk space is scarce.

U

USB

USB (Universal Serial Bus) is a connection standard used by computers and other devices like smartphones, flash drives, cameras, etc.

Upload

To post something onto the Internet.

V

Video clip

A short piece of video footage. YouTube is a popular website which hosts video clips.

Virus

A computer program which can copy itself and spread from one computer to another, adversely affecting the way that computer operates.

W

Website

A site (location) on the World Wide Web. Each website contains a home page, which is the first document users see when they enter the site. The site might also contain additional documents and files. Each site is owned and managed by an individual, company or organization.

Web browser

The tool you use to access the World Wide Web. The browser's main job is to display web pages. It also lets you create bookmarks (sometimes called Favourites) for sites you like so that you can easily find them again later.

Wi-Fi

A wireless networking technology that allows computers and other devices to communicate over a wireless signal.

Windows

An operating system for personal computers, made by Microsoft.

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