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crelCTivity **learning** **modules** **and** **creativity** **enhancing** **games**



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CrelCTivity-2023



**creICTivity learning
modules and creativity
enhancing games**



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INTRODUCTION

CreICTivity learning modules and creativity enhancing games were created in the framework of the creICTivity project as examples of learning content that promotes creativity and engagement of learners in the process of ICT education.

They are a part of the creICTivity learning process that engages the adult learners by inviting them to reflect on the use of ICT, allowing them to co-create the learning process and to approach ICT skills as challenges that need to be examined and solved.

The process is based on the Creative Problem Solving (CPS) model, recognised as the most effective approach for creative learning. The model is described in more detail in a companion document entitled **Using creativity to support adults in ICT education - Teaching methodology for adult educators**. The document ties together the concept of creativity with the use of creativity in ICT education to improve learning outcomes of adult learners who often struggle understanding ICT.

Although the basics of the process are provided in this document, **we strongly recommend** that all educators who wish to use the modules and games read the companion document on methodology to better understand how creativity can be fostered in ICT education of adults.

1. crelCTivity in a NUTSHELL

CreICTivity learning process is not so much creative education as it is **education for creativity**. Its goal is to help the learners use higher-level cognitive processes like analysis, critical thinking and problem solving to understand ICT and its use better.

The process consist of 7 steps¹ that allow the teachers and adult learners to define the lack of ICT skills, examine and reflect on the challenges that ICT presents and find solutions to them.

1) Identify the problem

The teacher tries to find out which ICT skills adult learners are lacking and wish to improve. The teacher uses discussion, different types of questions and their previous experiences with the target group to gather the desired information.

2) Research and clarify

Once the teacher has identified the problem or problems, it is time for a deeper research that will clarify them better. This can be effectively done using the **Design thinking method**. The method with individual steps and needed resources is presented in the Design thinking workshop guidebook that was also created by the crelCTivity project and is freely available for download. If the teacher is confident that enough information was obtained in step 1, Design method can be skipped, but it is advisable to implement it if possible.

3) Formulate creative challenges

After the information obtained during the Design thinking activity is known, it is used to create corresponding ICT challenges. Formulating a challenge as a starting point of creative learning is extremely important. The modules presented here already include the challenges but new challenges can be prepared by educators based on the information gathered in step 1 and 2. How the challenge is constructed is described in chapter 4.2 of the methodology for adult educators.

4) Reflect on the challenge

With this step, the work with the group of learners actually begins. Reflection allows the learners to »spend some time« with the challenge before engaging with it practically. By reflection we mean discussing and analysing the challenge in a group setting with support of the ICT teacher.

5) Generate ideas

We believe ICT knowledge is only useful if it can be used in a proper context. This is why we designed our ICT learning modules around a challenge. A challenge demands that the learners understand not only individual ICT commands but also how they work in a sequence, what results can be expected when we execute them etc. The learners must try to find one or more viable solutions to the challenge. For this, the learners must use divergent thinking. If the learners are able to find more than one viable solution, this is a sign of creative thinking process.

6) Implement solutions

In this step the solutions reached in step 4 and 5 are tried out in practice. The teacher repeats the challenge and the actions needed to solve it. Then he demonstrates the actions and the

¹ The steps are described in more detail in chapter 5 of the methodology for adult educators.

learners repeat them. Real-time dialogue and comments are needed here to check understanding and progress of the learners. Mistakes should be examined and used as learning opportunities.

7) Reflect and generalise

Lastly, the learners reflect on the learning experience by answering questions like *Which new ICT skills did you learn? How useful was your previous knowledge? What was the biggest realisation for you?* The teacher asks them to think of scenarios where new gained knowledge would be useful to deepen their knowledge understanding and retention.

Steps 4 to 7 are the ones where the learners and the students directly analyse the problem, search for solutions and practically try them out. These steps deserve special attention and are summarised below in more detail in terms of activities, methods and outcomes.

STEP OF THE PROCESS	OUTCOME	ACTIVITY	METHOD
Reflection on the challenge	<ul style="list-style-type: none"> Better understanding of challenge content Better awareness of own ICT skills and shortcomings Examination of personal “habits of mind” 	The learners and the teacher discuss the challenge and try to connect it to previous ICT experiences of the learners and also to understand its purpose	<ul style="list-style-type: none"> Group discussion Experience sharing Critical reflection
Generate ideas	<ul style="list-style-type: none"> Finding one or more viable practical solutions to the challenge 	The teacher guides the learners to solutions of the module by asking guiding questions and helping them formulate the steps they need to take to complete the challenge.	<ul style="list-style-type: none"> Group discussion Peer-to-peer learning Ideation Critical evaluation of ideas
Implement solutions	<ul style="list-style-type: none"> Testing the solutions in practice to gain new ICT skills and understanding their usefulness 	Teacher demonstrates ICT skills to students and they repeat, questions are asked and answered, mistakes are examined and explained.	<ul style="list-style-type: none"> Group work Individual work Learning-by-doing Peer-to-peer learning Demonstration
Reflect and generalise	<ul style="list-style-type: none"> New gained knowledge is reflected upon and evaluated New situations where to use the knowledge are found to generalise the knowledge 	Teacher asks questions about the learning experiences, what attitude changes they had, do they know where they can use new gained knowledge etc.	<ul style="list-style-type: none"> Group discussion Experience sharing Brainstorming Ideation

During the implementation of the steps, the teachers and the learners must follow the following principles.

- **Interactive learning**

Interactive learning comes from active participation and interaction between the teacher and the learners who both contribute to the process of learning. It depends the most on the teacher and his approach. The teacher must, among other things, **encourage the learners to ask questions, be focused on the problem, not the solution and encourage communication.**

- **Co-creation of the learning process**

Co-creation goes beyond active participation and it means that the learners actively create the learning process and its results. CreICTivity allows this at several stages of the learning process. Co-creation empowers the learners and invites them to think about ICT contextually.

- **Understanding the challenge**

To foster creativity education must not only offer answers to the problems but also be focused on understanding the problem or a challenge. Understanding the challenge demands that the learners observe the broader context and engage their critical thinking skills. This helps form new connections between concepts and creates new and better knowledge.

2. ABOUT THE MODULES AND CHALLENGES

The modules included in this document are built around an ICT challenge. In crelCTivity learning process the challenge is the focus and starting point for learning. Various other types of information pertaining to the module like learning goals, outcomes, methods and more are added.

- **Title and description:** At the beginning, the title and a short description place the module in a real-life context and describe why the skills contained in the module are important.
- **Key elements of the module:** It contains the challenge or in some cases two. It also presents the main topics and skills contained inside the challenge and learning outcomes. Auxiliary topics are topics that should be mentioned in connection to the challenge because of their usefulness but are not necessary for completing the challenge. Very important part are **concepts that should be grasped** by the learners and **attitude shifts** that should be achieved. **These two categories present the change of perspective and insight that education for creativity can bring.**
- **Additional information:** This part contains some helpful information like recommended group size and some questions that can be discussed and answered during the learning session to provide a direction for reflection and ideation. Learning outcomes and results are described in more detail.
- **Work plan overview:** It provides a condensed summary of ICT skills covered in the challenge and desired learning outcomes. The process is also described in terms of activities that reflect the steps of the crelCTivity learning process. Preparation and materials needed are added to help avoid unnecessary delays in the process. Due to the flexible nature of the learning process, durations provided for each activity are suggested estimates that can vary somewhat from group to group.

The challenge presented in Key elements of the module is the most important part of each learning module. The challenges presented here were prepared based on suggestions from our target group members and on our experiences as adult educators. At the same time, we wanted to cover an array of basic ICT skills that should be acquired by anybody who lacks basic ICT skills.

The threads that connect the modules are the ability to share content across various platforms and devices and the importance of knowing how to search for information on-line. We believe these skills are the basis for better understanding of ICT as a whole and further learning.

It is important to understand the purpose of the challenge to be able to more effectively complete the steps of the crelCTivity learning process and foster creativity in adult learners.

In the context of crelCTivity every challenge has three purposes.

Firstly, it puts the ICT content of the module in a form of a relatable every-day situation. It helps the learners with zero or very low understanding of ICT to put abstract ICT terms and tasks into practical context. It serves as a kind of purposeful task.

Secondly, the challenge engages the learners by presenting to them (a useful) challenging situation they need to complete. It peaks their curiosity and desire to be up to the challenge. It works on individual level as everyone wishes to be able to complete the challenge and do it quicker than the others but it also promotes group work, peer-to-peer learning, sharing of experiences etc. as sometimes it is better to work together as a group to complete a challenge.

Thirdly, presenting learning content in a form of a challenge fosters creativity and problem-solving skills, thus improving learning outcomes and knowledge retention.

Presenting and examining a set of ICT skills in a form of a practical challenge gives the educators an opportunity to encourage the learners to actively co-create the learning process by expressing their views, fears, obstacles and expectations about ICT and by examining the challenge and reflecting on it in a practical context. These are the most important factors for fostering creativity.

In order to complete it, the learners must – with support and help from their teacher – analyse, de-construct, re-imagine and re-interpret the challenge. They must use higher level thinking skills such as critical thinking, practical or applicative thinking, questioning, idea generation, analysis, synthesis, all of which lead to better ability to solve practical problems (of ICT variety or other), resulting in the ultimate goal of creICTivity project – better ICT skills and more practical creativity.

3. PROFILE OF THE TEACHER AND THE LEARNER

The goal of education for creativity is to achieve qualitative shift in the way adult learners think about the topic of ICT. They gain the ability to think and act more independently when faced with ICT challenges and adapt to new information without being stuck in their “habits of mind”.

This type of change is easier to achieve if the learners and teachers possess certain predispositions. The characteristics listed below are not strictly necessary but they will lead to a better learning experience and results.

The learners:

- Have the minimum of ICT skills, like how to use the mouse
- Have tried using ICT before, have some experience to share
- Have personal motivation to improve their ICT skills
- Are naturally inquisitive
- Are attentive learners
- Like to interact and communicate

The teacher:

- Is curious and inquisitive by nature
- Sees learning as more than just absorption of facts
- Cares about the learners and can empathise with them
- Understands the value and basics of creativity
- Is willing to invest time and energy in the preparation and the learning process
- Is willing to give the learners enough space to express themselves
- Is ready to relinquish some part of control over the learning process in favour of interactive learning
- Understands the value of mistakes
- Understand that he/she must guide the learners toward knowledge and not give it to them
- Can appreciate small positive improvements in skills and knowledge of the learners and is willing to build on them

4. PREPARATION

Before the start of the learning activity, it is necessary for educators to do some preparation as crelCTivity learning process follows a set of rules and steps that should be implemented in a certain way for optimal results.

- Familiarise yourself with the concept of creativity and the role of creativity in education. This is described in chapters 1 and 2 of the methodology for adult educators.
- Read about the role creativity plays in the crelCTivity learning process. This is described in chapter 3 of the methodology for adult educators.
- Learn about the methodology and steps of the crelCTivity learning process in chapters 4 and 5 of the methodology.
- If you decide to choose one of the modules presented here, study the challenge, main topics, and learning outcomes and prepare according to preparation instructions provided in the work plan. The module should be simple enough for a teacher to solve but make sure that you know how to solve it before the start.
- If you plan to create your own challenge, more adapted to the needs of your learners, study the guidelines for preparation of the challenges in chapter 4.2 of the methodology for adult education.
- Preparation of learning materials with instructions for learners is not necessary as this will lead them to the solution of the ICT challenge and limit their need for creative thinking.

5. THE MODULES

Module 1: “Framing baby pictures” - Transferring selected pictures using e-mail or USB device

This module was created with ICT needs of seniors in mind but is very relevant to all adults with low ICT skills. Everybody has most likely found themselves in a situation when they needed to send some kind of files to someone as an attachment or to transfer some digital content using external USB devices. Nonetheless, this relatively easy task can be a challenge to adults and seniors with low ICT skills.

Not knowing how to perform this kind of ICT task severely limits the ability of ICT users to exchange information, communicate, create and learn in an effective and meaningful way.

Performing these tasks demands knowledge and understanding of many basic concepts related to ICT like saving files to a specific location and finding it, selecting files, using copy-paste, adding attachments, using USB external devices etc. If adult learners can learn them, they will gain an ability to be much more autonomous and active ICT users as well as set of basic ICT skills that are applicable to almost any situation involving daily use of ICT.

Even if they know how to perform many or all of the steps needed to complete the main task, many adult learners see them as solitary steps and do not understand well how they connect to one another in a real-life scenario. To provide more context and underline the connection between them, we incorporate them in a very relatable challenge. This challenge has two parts. Both do not need to be completed but we recommend finishing the first part of the challenge before doing the second part.

The module will guide the learners to discover and test a number of basic ICT skill needed for independent ICT use and further learning.

Receiving and saving emails

An essential skill that allows low ICT-skilled adults to communicate and share content. It is the first step towards connecting with family and friends.

Downloading and uploading attachments

Necessary skill for any email user. Expands the ability to share more than simple text. Understanding attachments also teaches the learners about working with files and is useful with other common communication applications used today.

Finding files on a computer

Locating files is a common problem for adults with low ICT skills. Learning it will teach them how to navigate a computer and will allow them to manage their files more efficiently.

Using USB devices to transfer files

Learning to use USB devices will demonstrate to the learners that there are different ways to transfer content and that ICT device can connect to other devices.

In the process, they will also gain a better understanding of the characteristics of the Windows operating system which is one of the biggest obstacles adult learners face when using ICT.

Key elements of the module

Auxiliary topics

E-mail safety, spam, and phishing
Importance of passwords
Renaming files and folders
Copy-paste
Structure of the Windows operating system

Concepts to grasp

Photos are just data that can be sent and received
Data can be saved on devices and accessed again later
It is important to know where our data is saved
There is a logic behind saving and finding data on a device
ICT can be used to solve practical situations
There can be multiple steps to complete a task
With internet we are connected with more than just friends and family.

The challenge

No. 1

»A relative sent you an e-mail with some photos of their new-born baby. You wish to have some of the photos developed and framed. You have to select the best photos and somehow transfer them to the photo studio.«

No. 2

»Internet connection is not working. You have to transfer the photos to the photo studio without using the internet«

Learning outcomes

Ability to send and receive e-mails
Managing attachments
Using USB devices to transfer files
Finding files on a computer
Better orientation in Windows operating system

Main topics and skills

Receiving and sending emails
Main elements of a typical email account
Creating a new message
Email address and sending the message
Downloading and uploading attachments
What are attachments
How to download an attachment
How to add an attachment
Finding files on a computer
Basics of Windows structure
Where downloads usually go
How to find a specific location on a computer
Using USB devices to transfer files
What are examples of USB devices
How to connect USB devices to a computer
How to find USB devices on a computer
Transferring files to and from SUB devices

Attitude shift

ICT Self-esteem (I can learn ICT; it is a skill not a mystery)
Problem solving attitude (I can analyse, understand and solve problems)
Proactivity (I can use ICT to create and share my content)

Notes

Additional information

Target group/learner profile	Seniors and adults who: <ul style="list-style-type: none">• Know how to use the mouse and double-click function• Have an e-mail address and know how to access it• Have trouble understanding how to use attachments in an e-mail and in general• Have trouble saving files in a specific location• Have trouble finding saved files• Have trouble with navigating Windows• Don't know what are USB devices and how to use them• Have trouble understanding multi-step nature of some ICT operations
Group size	From 4 to 8 learners
Some questions for discussion, ideation and reflection	What does it mean to transfer photos? What options do we know for transferring photos? Where do the photos go when we save them on a computer? How do we know what our location is in the computer at any time? How do we move photos from place to place? Is USB part of our computer? Why is it useful to share photos? What else can we transfer in the same way as photos? What else can be sent or received as an attachment?
Benefits of the learning outcomes and results	Skills contained in this challenge will help adult learners understand that digital data is easily transferable and is not "static" and limited to just one device (computer). They will understand that being able to create and exchange content like photos, texts etc. makes the use of ICT much more meaningful and improves the ability to communicate and learn. They will become more motivated and independent ICT users. Their creative potential will increase, as they will be able to share their various creations with friends and family.

WORK PLAN OVERVIEW							
CONTENT	LEARNING OUTCOMES AND GOALS	ACTIVITIES²	METHODS	PREPARATION /MATERIALS	DURATION OF THE ACTIVITIES³		
1) Introduction and creative warm-up games	<ul style="list-style-type: none"> • Creating a group atmosphere and connection, preparing the learners to think creatively • Being familiar with the basic elements and structure, windows, folders, moving files etc. • Familiarise the learners with the challenge to solve, start the creative problem solving process 	a) Short presentation of the teacher and the learners, playing various creativity supporting games	<ul style="list-style-type: none"> • Verbal presentation, group activity • Verbal presentation, description, practical demonstration • Verbal presentation, storytelling, contextualising • Reflection, experience sharing, experience based learning, brainstorming, analysis, problem- 	<ul style="list-style-type: none"> • All participants must have an email account and know the password; an account can be created for them if they do not have it yet. • All participants must have a laptop or desktop computer at their disposal • Internet connection must be available, network and password written for all to see 	15 minutes		
2) Basics of the Windows operating system						15 minutes	
3) Presentation of the challenge ⁴					b) The teacher briefly presents the Windows operating system and its main features		15 minutes
4) Receiving and sending emails							30 minutes
5) Downloading and uploading attachments					c) The teacher presents the challenge, puts the challenge in a real-life context, describes that the challenge contains		60 minutes
					15 minutes		
					15-minute breaks are recommended after activities c) and e). An additional creativity enhancing game		

² Activity d) corresponds to step 4 and 5 of the creICTivity learning process, activity e) corresponds to step 6 and activity f) corresponds to step 7.

³ Due to the open-ended nature of the interaction between teacher and the learners, durations listed here are proposed but can vary somewhat depending on the intensity of the discussion and number of solutions proposed and examined.

⁴ Only the challenge is presented and not also the content of the module. In this way the learners will not get any clues and will think only about the challenge they need to solve.

<p>6) Finding files on a computer</p> <p>7) Using USB devices to transfer files</p>	<ul style="list-style-type: none"> ● Knowing to open received email, starting a new email, adding recipient, sending the email ● Understanding what attachments are, adding attachments to emails, opening and downloading received attachments ● Basic orientation in Windows, finding a file in a specific location ● Knowing the purpose of USB devices, connecting USB devices, accessing the content, moving the content between different devices 	<p>various skills that will be learned by solving it</p> <p>d) The learners and the teacher try to understand the challenge, propose possible steps to solve it, select the best steps challenge, propose possible solutions</p> <p>e) The learners with support from the teacher practically try out the solutions</p> <p>f) The learners try to find similar scenarios where the same steps could be used, evaluate the knowledge try to generalise the knowledge gained</p>	<p>solving, evaluating, critical thinking</p> <ul style="list-style-type: none"> ● Practical work, practical demonstration, peer-to-peer learning, learning-by-doing ● Evaluation, reflection, synthesis, generalisation 	<ul style="list-style-type: none"> ● Flipchart, pens, paper etc. for creative games (depends on games selected) 	<p>can be added after activity c).</p> <hr/> <p>Total time: approx. 180 minutes</p>
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Module 2: “Using my phone to share memories and meet friends” - Sharing photos, videos and location using a smartphone

This module is about the most commonly used features of smartphones outside of making calls. Even though smartphones are today everywhere, many adults are still limited to mostly making calls. This is primarily because they did not “update” their view of the phone as a capable ICT device. The module addresses this by presenting a smartphone as a combination of a phone and a computer. Adult users often do not understand what applications are, where to find them and how to use them. This prevents them to access many useful features that will make their phone a useful tool for communication and content creation.

The topics of making and sharing photos and videos are appealing to people of all ages and are a great way to demonstrate the working of applications and to show how content can be easily shared between people. Determining and sharing a location is another challenge that many adults face and can benefit greatly by learning this skill. The themes are commented by the use of sharing applications, presenting the ability to share various types of content.

The topics are meant to give adults useful basic skills and in this way increase their interest to become more versatile smartphone users, trying out different applications and sharing their creativity with others. By learning, the basics of using the camera and replaying photos and videos adults will be able to make their first steps in content creation and gain new ability to share their creativity with other people.

The challenge contained in this module is designed to guide the learners to discover a number of useful skills connected to the use of smartphones.

Taking photos/videos on a smartphone

While most user know how to take photos, there are still some that are not comfortable using the camera on a smartphone, especially for making videos. There are also some simple actions the users can take to improve their photos and videos that low ICT-skilled adults do not know about.

Finding photos and videos

Finding photos and videos is often not easy for some smartphone users. Learning this skill is needed for all other actions like sharing the photos and videos created.

Sending/sharing photos and videos

Sending and sharing content is useful for not only presenting your creative talents but also for sharing everyday information like locations, written documents and more. It saves time and makes communication and socializing easier in today’s world. Every user can benefit from these skills and turn their smartphone into a useful tool.

Finding and sharing location using navigation and a major communication app

Most low ICT skilled adults are not aware of the practicality of navigation options available with smartphones. This function can significantly shorten their commuting and make spatial orientation easier. This is especially useful when they go to a city they are not familiar with and maybe don’t have the ability to. The learners will also gain useful skills about how to use and

manage various applications on the smartphone allowing them to try various useful tools and services.

Key elements of the module

Auxiliary topics

Using on-screen keyboard
Deleting photos and videos
Updating applications
Rotating the screen
Using internet browser
Accessing e-mails

Concepts to grasp

Photos and videos are just data that can be sent and received
Data can be saved on devices and accessed again later
Mobile phone is excellent for capturing photos and videos
Sharing of photos and videos can be quick and easy
We can share our content with multiple people at once
My smartphone helps me finding

The challenge

No. 1

» You have been at a meeting with friends in which you have taken several photos as a souvenir. One of your friends has asked you to share the photos with the rest of the members through instant messaging and has asked you to share the files through him. What should you do to share the photo to all your friends at once?

No. 2

» This time you are going to meet your friends again in the city of Maribor. They have never been to the city, so they ask you to share your geolocation to find you quickly. How can you do it?«

Learning outcomes

Knowing how to record photos and videos
Knowing where to find them on the phone
Knowing to share photo and video content
Knowing to find and share geographical location
Knowing how to use and manage apps

Main topic and skills

Taking photos/videos on a mobile
Taking pictures with your phone
Recording sound and video
Displaying photos, playing videos

Finding photos and videos
Finding pictures/picture gallery
Finding videos

Sending/sharing photos and vids

Most common apps for sharing
Selecting photos/videos to share
Selecting one or more recipients

Finding and sharing location
Finding location in a popular application
Sharing location with individuals or groups

Attitude shift

Proactivity (I can use ICT to create and share my content)
My (smart)phone offers many options that I should explore in more depth
I am connected to others even when I am not behind my computer

Notes

Additional information

Target group/learner profile	Adults who: <ul style="list-style-type: none">• Have a smartphone but are limited in its use to making calls• Have an interest in making photos and videos but don't know how• Wish to share photos and videos with friends and family• Wish to make their daily commutes and travel easier by using navigation• Have a desire to improve their ability to use and manage smartphone apps
Group size	From 4 to 8 learners
Some questions for discussion, ideation and reflection	How is smartphone similar to a computer? What can we do on a smartphone and the computer? Where do photos and videos go after we make them? What are applications? How do we activate an application on a smartphone?
Benefits of the learning outcomes and results	<p>The learners will gain skills to create photo and video content and share it, allowing them to share their activities and experiences with people close to them. They will also find new way to show and improve their creativity through photo and video content.</p> <p>On a deeper level, they will better understand and be able to use sharing applications to share not only photos but also other types of files and content. They will understand that ICT allows connectivity between different types of devices. This realisation will be useful in their professional and private life.</p> <p>They will become more confident users with the desire and improved capacity to expand their smartphone usage also on their own.</p>

WORK PLAN OVERVIEW

CONTENT	LEARNING OUTCOMES AND GOALS	ACTIVITIES ⁵	METHODS	PREPARATION/MATERIALS	DURATION ⁶
1) Introduction and creative warm-up games	<ul style="list-style-type: none"> • Creating a group atmosphere and connection, preparing the learners to think creatively • Knowing basic abilities of the device, searching for apps on the device, moving apps on a screen, installing and removing apps • Familiarise the learners with the challenge to solve, start the creative problem solving process 	<p>a) Short presentation of the teacher and the learners, playing various creativity supporting games</p> <p>b) The teacher briefly presents the smartphone and its abilities and various uses</p> <p>c) The teacher presents the challenge, puts the challenge in a real-life context, describes that the challenge contains</p>	<ul style="list-style-type: none"> • Verbal presentation, group activity • Verbal presentation, storytelling, contextualising • Verbal presentation, description, practical demonstration • Reflection, experience sharing, experience based learning, brainstorming, analysis, problem-solving, evaluating, critical thinking 	<ul style="list-style-type: none"> • All participants must have a smartphone • Internet connection must be available, network and password written for all to see • If possible, ensure that the teacher's smartphone screen is mirrored on a bigger screen for demonstrations • Flipchart, pens, paper etc. for creative games (depends on games selected) 	15 minutes
2) Basics of smartphone use					15 minutes
3) Presentation of the challenge ⁷					15 minutes
4) Taking photos/videos on smartphone					30 minutes
5) Finding photos and videos					60 minutes
					15 minutes
					15-minute breaks are recommended after activities c) and e).
					An additional creativity enhancing game can be added after activity c).

⁵ Activity d) corresponds to step 4 and 5 of the creICTivity learning process, activity e) corresponds to step 6 and activity f) corresponds to step 7.

⁶ Due to the open-ended nature of the interaction between teacher and the learners, durations listed here are proposed but can vary somewhat depending on the intensity of the discussion and number of solutions proposed and examined.

⁷ Only the challenge is presented and not also the content of the module. In this way the learners will not get any clues and will think only about the challenge they need to solve.

<p>6) Sending/sharing photos and vids</p> <p>7) Finding and sharing location</p>	<ul style="list-style-type: none"> ● Being able to activate the camera, take photographs and videos with the camera ● Being able to locate the gallery of photographs, to access individual photos and videos and open them ● Knowing to locate and open the correct app, adding a photo or video as an attachment to share, choosing recipients, sending photos and videos ● Knowing how to access location in a sharing app, how to send it to a recipient 	<p>various skills that will be learned by solving it</p> <p>d) The learners and the teacher try to understand the challenge, propose possible steps to solve it, select the best steps challenge, propose possible solutions</p> <p>e) The learners with support from the teacher practically try out the solutions</p> <p>f) The learners try to find similar scenarios where the same steps could be used, evaluate the knowledge try to generalise the knowledge gained</p>	<ul style="list-style-type: none"> ● Practical work, practical demonstration, peer-to-peer learning, learning-by-doing ● Evaluation, reflection, synthesis, generalisation 		<p>Total time: approx. 180 minutes</p>
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Module 3: “Information is only a click away”- Internet browser, searching information and safety

During the CreICTivity Module 3 a tailored journey designed to empower older migrants and seniors in harnessing the challenges of the internet while prioritizing their safety and comfort. In this segment, we understand that embracing technology may feel like embarking on an unfamiliar adventure. However, rest assured, this module will guide you every step of the way, recognizing your unique needs and concerns.

How to browse for information

Our primary goal is to equip older migrants and older people with the skills needed to navigate the digital realm confidently. In today's interconnected world, the internet can be a treasure trove of information and a powerful tool for communication and staying informed. We will gently guide you through the process of finding valuable information swiftly and efficiently using keywords within the three major web browsers.

Searching and using special websites for special needs

Furthermore, we understand that accessing specific websites may be an essential part of the target group's online journey, whether it is reconnecting with family and friends, accessing healthcare information, or exploring hobbies and interests. We will provide the target group with the knowledge to access these sites based on provided web addresses, ensuring that you stay connected with ease.

Address book for important websites

Additionally, we will introduce our target group to the convenience of saving websites for quick and easy access in the future. This feature can simplify your online experience and make it more enjoyable and efficient.

Secure browsing

We recognize that online safety is of paramount importance. Therefore, we will guide the clients through the process of employing user-friendly apps to unlock websites, ensuring that you can access content securely and with peace of mind.

Moreover, we will emphasize the importance of vigilance in the digital realm, especially for older adults. We will help them recognize and avoid potentially hazardous websites, empowering them to safeguard their online presence. The module 3 will also cover essential security features to protect your personal information and digital assets effectively.

Many older individuals may lack familiarity with digital tools and concepts. Learning to use web browsers, search engines, and other online re-sources can be challenging. Overcoming this initial digital literacy barrier is crucial to effectively navigate the internet.

Older adults may be less familiar with online safety practices and may be more susceptible to online frauds, phishing, or other cybersecurity threats. Educating them about recognizing and mitigating these risks is essential to ensure their online safety and security.

The module 3 remembers that no one is alone in the internet. It is the mission to make the internet accessible, enjoyable, and secure for older migrants and other clients. By the end of this module, the target group will not only be a proficient navigator of the web but also a vigilant guardian online security.

Key elements of the module

Auxiliary topics

Importance of passwords and their regular exchange
Structure of the Windows operating system
Knowledge about some level of professionalism of websites, hidden functions and especially handling of security and personal data
Cookies

Concepts to grasp

Using the different browsers.
Information search - effectively using search engines.
Know how to enter website addresses to access specific sites.
Saving favourite websites for quick access.
Recognizing secure websites and be aware of online risks.
Using apps with focus on online experience and security.
Identification and avoiding potentially dangerous websites.
Know how on managing privacy settings in browsers and websites.

The challenge

No. 1

“You have many hobbies and are trying to find websites about them for latter quick access.”

No. 2

“You have found some websites but now you must remove annoying advertisements that offer you potentially dangerous links to click on.”

Learning outcomes

Proficient use of web browsers
Effective online searching
Using websites with URLs.
Website security
Ability in using apps
Avoidance of potentially dangerous websites
Knowledge of basic online safety and privacy protection

Attitude shift

Increased confidence
Digital independence
Awareness of online safety
Appreciation of online resources
Adaptability
Engagement with digital communities
Problem-solving skills
Cautious digital citizenship
Resourcefulness
Improved motivation
Lifelong Learning

Main topic and skills

Functions of a browser
Main elements and functions of web browsers
Searching for web sites

Using hyperlinks

How to recognize a hyperlink
Ways to open a hyperlink
What we can do with hyperlinks

Function and structure of webpages

Basic layout of a webpage
Navigating a webpage
Searching for content on a webpage
Saving found web sites for later access

Pop-ups, safety

How to recognize pop-up
Dangers of pop-ups
How to deal with opened pop-ups
How to stop and prevent pop-ups

Notes

Additional information

<p>Target group/learner profile</p>	<p>Seniors and adults who:</p> <ul style="list-style-type: none"> ● Have low Know how to use the browser ● Have trouble understanding how to use a browser ● Don't know how to save useful websites ● Have trouble finding saved files ● Have trouble with navigating through the web. <p>Have trouble understanding multi-step nature of some ICT operations with browsers.</p>
<p>Group size</p>	<p>From 4 to 8 learners</p>
<p>Some questions for discussion, ideation and reflection</p>	<p>Are there individuals among you who hesitate to embrace technology due to fear or unfamiliarity? How do cultural beliefs and norms influence your attitudes toward technology and online behaviour? Do you perceive a significant generational gap in technology adoption between you and younger family members or peers? What concerns do you have regarding online privacy and security? Are there individuals in your community who resist adopting technology in favour of more traditional methods? Do you face challenges accessing necessary devices or internet services due to limited financial resources? How might health issues affect your ability to use digital devices comfortably? How does the process of integrating into a new society affect the challenges of learning digital skills?</p>
<p>Benefits of the learning outcomes and results</p>	<p>The learning outcomes for "CreICTivity Module 3: Internet browser – searching information and safety" for older migrants and seniors include:</p> <ul style="list-style-type: none"> ● Proficient use of web browsers like Chrome, Firefox, and Edge. ● Effective online searching using search engines. ● Ability to enter and access websites using web addresses (URLs). ● Skill in bookmarking and organizing favourite websites. ● Awareness of website security and the ability to identify secure sites. ● Competence in using apps to enhance online experience and security. ● Recognition and avoidance of potentially dangerous websites. ● Knowledge of basic online safety practices and privacy protection. ● Competence in managing privacy settings in browsers and websites. <p>Awareness of available online support and resources for seniors.</p>

WORK PLAN OVERVIEW					
CONTENT	LEARNING OUTCOMES AND GOALS	ACTIVITIES ⁸	METHODS	PREPARATION /MATERIALS	DURATION OF ACTIVITIES ⁹
1) Introduction and creative warm-up games 2) Basics of web browsers and websites 3) Presentation of the challenge ¹⁰ 4) Functions of a browser 5) Function and structure of webpages 6) Using hyperlinks	<ul style="list-style-type: none"> • Creating a group atmosphere and connection, preparing the learners to think creatively • Knowing the intended use of web browsers and web sites and the difference between them • Familiarise the learners with the challenge to solve, start the creative problem solving process 	a) Short presentation of the teacher and the learners, playing various creativity supporting games b) The teacher briefly presents the usage of web browsers and websites and how they are different c) The teacher presents the challenge, puts the challenge in a real-life context, describes that the challenge contains	<ul style="list-style-type: none"> • Verbal presentation, group activity • Verbal presentation, storytelling, contextualising • Verbal presentation, description, practical demonstration • Reflection, experience sharing, experience based learning, brainstorming, analysis, problem-solving, evaluating, critical thinking 	<ul style="list-style-type: none"> • All participants must have a laptop or personal computer • Internet connection must be available, network and password written for all to see • Projection option must be available for the teacher to demonstrate • Flipchart, pens, paper etc. for 	15 minutes
					15 minutes
					15 minutes
					30 minutes
					60 minutes
					15 minutes
15-minute breaks are recommended after activities c) and e). An additional creativity enhancing game can be added after activity c).					

⁸ Activity d) corresponds to step 4 and 5 of the creICTivity learning process, activity e) corresponds to step 6 and activity f) corresponds to step 7.

⁹ Due to the open-ended nature of the interaction between teacher and the learners, durations listed here are proposed but can vary somewhat depending on the intensity of the discussion and number of solutions proposed and examined.

¹⁰ Only the challenge is presented and not also the content of the module. In this way the learners will not get any clues and will think only about the challenge they need to solve.

7) Pop-ups, safety	<ul style="list-style-type: none"> • Being able to activate the browser, know the main elements, use basic/common functions • Knowing the most common layout elements, navigating the website, finding content, saving pages to bookmarks, recognising harmful websites • Recognising hyperlinks, knowing ways to open them, recognising potentially harmful links <ul style="list-style-type: none"> • Knowing what pop ups are, recognising various pop-ups, dealing with open pop-ups, how to prevent pop-ups from showing, safety tips for browsing the web 	<p>various skills that will be learned by solving it.</p> <p>d) The learners and the teacher try to understand the challenge, propose possible steps to solve it, select the best steps challenge, propose possible solutions</p> <p>e) The learners with support from the teacher practically try out the solutions.</p> <p>f) The learners try to find similar scenarios where the same steps could be used, evaluate the knowledge try to generalise the knowledge gained</p>	<ul style="list-style-type: none"> • Practical work, practical demonstration, peer-to-peer learning, learning-by-doing • Evaluation, reflection, synthesis, generalisation 	creative games (depends on games selected)	Total time: approx. 180 minutes
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Module 4: “Digital encounters” - Video calls and their functionalities

In today's digital world, the ways to connect and communicate with others have multiplied. Thanks to the number of electronic devices available such as mobile phones, laptops and computers, we have at our disposal a wide variety of means of communication that allow us to communicate with others in a simple way. Generally, the most widely used way to communicate is video calling which has emerged as a powerful tool that overcomes geographical barriers and allows us to bridge distances and stay close to those we care about most. In addition, video calls have established themselves as an essential tool in remote work, giving the possibility to keep teams connected.

On the one hand, thanks to knowing how to handle video calls we can connect with our loved ones both by computer and mobile, improving relationships and communication skills. Moreover, knowing how to handle video calls effectively not only allows people to connect and develop fluid communication, but also improves their overall digital skills. On the other hand, video calls are invaluable in professional environments, as they facilitate remote work, collaboration and virtual meetings, increasing productivity and efficiency.

Thus, embracing this technology equips us with valuable skills in both personal and professional settings, enriching our lives in ways that were previously unimaginable.

This module will focus on exploring the functionalities and potential of ICT in the contemporary world, more specifically on the utilities and advantages of video calls. It will cover topics such as the installation of programmes and applications to make video calls or their effective use in different areas, whether social, professional or family. The main objective is to enable participants to learn about the most suitable programmes or applications for making video calls and to choose those that are best suited to them according to their individual needs and specific purposes.

Through the exploration of the challenge, the learners will learn and contextualise the following ICT skills:

Establishing online video call

They will learn about the most accessible and commonly used video call applications and what options they offer. They will know to access one of the major application and establish a video call with one or more people. These basic skills will allow them seriously expand their ability to connect with friends, family, co-workers and others, improving their social and professional life.

Managing video call tools

They will learn the purpose of most useful tools and features such as screen sharing, chat and inviting additional participants. In this way, their ability to present content and engage in teamwork will improve, making their video calls more productive.

File management in video calls

They will learn that various types of files and content can be shared with video call participants and how this is done. This will again improve the quality of their calls and improve their ability to share important content with friends, family but also co-workers, enabling productive teamwork.

Key elements of the module

Auxiliary topics

Finding files on a device
Etiquette of on-line video calls (muting when not speaking, raising hand)

Concepts to grasp

Communication possibilities in different contexts
ICT allows simultaneous meeting of multiple people
On-line video calls allow sharing of different types of content
On-line video calls allow co-working and co-operation
Distance is no obstacle with on-line video calls

The challenge

No. 1

»You have a group of friends with whom you want to contact for a long time. You have their phone numbers, but you would like to do a video meeting with them, so you can see them all at once. What could you do to hold that meeting? What steps would you follow?«

No. 2

» This time, you are having the group video chat with your friends. These ask you to share childhood photos through the group you have created. What options exist for it?
Note that this depends on the program used«

Learning outcomes

Be able to establish an individual or group call
Manage audio and video settings
Know how to locate files and share them through an online communication program

Main topics and skills

Establishing online video call
Main online communication applications
Having a conversation with sound and video
Managing sound and video
Creating an online meeting group

Video call tools

Sharing the screen and files
Using the chat option
Inviting participants

File management in video calls:

What can be sent
How to add and send an attachment

Attitude shift

Stronger motivation for on-line socializing
Problem solving attitude (I can analyse, understand and solve problems)
Proactivity (I can use ICT to create, share and store my content)
Benefiting from technology: ICTs make everyday life easier

Notes

Additional information

Target group/learner profile	People from 35 – 60 years old who: <ul style="list-style-type: none">● Have some basic ICT skills● Have only passively participated in video calls● Know how to take pictures and share them● Don't know how solve some issues● Don't know the full potential of technologies and devices.● Have trouble with some ICT operations
Group size	From 5 to 8 learners
Some questions for discussion, ideation and reflection	Do you know how to establish an online connection with one or several people using one of the main communication applications? Do you know how to have a conversation with sound and video? Can you share your screen and files using the chat option and invite more participants to the meeting?
Benefits of the learning outcomes and results	<p>Learners will learn how to use the applications to make video calls with ease and will be able to get the most out of them. They will be able to be in a meeting with more people where they will also be able to use the camera and sound. Another technical setting that they will also be able to use is to share their computer screen with the other participants in the call. In these video calls, participants will learn how to use another functionality of the video calls, the chat where they will be able to send messages, images and videos.</p> <p>Knowing how to use video calls will help them not only in their social daily life but also in their training or work, as these are basic skills needed nowadays. Their ability to communicate will increase significantly as a result. Participants will learn about the functionalities of ICT and this will motivate them to learn more about them and to be able to incorporate them into aspects of their lives to facilitate their daily lives and in this case to facilitate communication with others.</p>

WORK PLAN OVERVIEW

CONTENT	LEARNING OUTCOMES AND GOALS	ACTIVITIES ¹¹	METHODS	PREPARATION/MATERIALS	DURATION OF ACTIVITIES ¹²
1) Introduction and creative warm-up games	<ul style="list-style-type: none"> • Creating a group atmosphere and connection, preparing the learners to think creatively 	a) Short presentation of the teacher and the learners, playing various creativity supporting games	<ul style="list-style-type: none"> • Verbal presentation, group activity 	<ul style="list-style-type: none"> • All participants must have a laptop or personal computer with working camera and microphone 	15 minutes
					15 minutes
					15 minutes
					30 minutes
					60 minutes
					15 minutes
2) Introduction to on-line video calls	<ul style="list-style-type: none"> • Basic understanding of the purpose and abilities of on-line video call applications 	b) The teacher briefly introduces main purpose and features of most on-line video call applications	<ul style="list-style-type: none"> • Verbal presentation, storytelling, contextualising 	<ul style="list-style-type: none"> • Internet connection must be available, network and password written for all to see 	15 minutes
					15-minute breaks are recommended after activities c) and e).
3) Presentation of the challenge ¹³	<ul style="list-style-type: none"> • Familiarise the learners with the challenge to solve, start the creative 	c) The teacher presents the challenge, puts the challenge in a real-life context, describes that the challenge contains	<ul style="list-style-type: none"> • Reflection, experience sharing, experience based learning, brainstorming, analysis, problem- 	<ul style="list-style-type: none"> • Projection option must be available for the teacher to demonstrate 	An additional creativity enhancing game can be added after activity c).

¹¹ Activity d) corresponds to step 4 and 5 of the creICTivity learning process, activity e) corresponds to step 6 and activity f) corresponds to step 7.

¹² Due to the open-ended nature of the interaction between teacher and the learners, durations listed here are proposed but can vary somewhat depending on the intensity of the discussion and number of solutions proposed and examined.

¹³ Only the challenge is presented and not also the content of the module. In this way the learners will not get any clues and will think only about the challenge they need to solve.

<p>4) Establishing online communication</p> <p>5) Video call tools</p> <p>6) File management in video calls:</p>	<p>problem solving process</p> <ul style="list-style-type: none"> • Knowing the most widely accessible and easy to use video call applications, establishing connection with video and audio, adjusting video and sound, creating a call for a group • Knowing to share the screen and display content, chat and inviting new participants • Sending and sharing various files with call participants 	<p>various skills that will be learned by solving it</p> <p>d) The learners and the teacher try to understand the challenge propose, possible steps to solve it, select the best steps challenge, propose possible solutions</p> <p>e) The learners with support from the teacher practically try out the solutions</p> <p>f) The learners try to find similar scenarios where the same steps could be used, evaluate the knowledge try to generalise the knowledge gained</p>	<p>solving, evaluating, critical thinking</p> <ul style="list-style-type: none"> • Practical work, practical demonstration, peer-to-peer learning, learning-by-doing. • Evaluation, reflection, synthesis, generalisation 	<ul style="list-style-type: none"> • Flipchart, pens, paper etc. for creative games (depends on games selected) 	<p>Total time: approx. 180 minutes</p>
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Module 5: “Sharing family vacation photos” - Transfer the selected photo from your smartphone to Facebook.

Many people have a need to share their happy family moments captured in the photos with other family members and friends. Now, when smartphones have the option to take photos, this is very easy for some but some may struggle. The last is true for some adults who lack ICT skills. In addition, there can be many unpleasant feelings around the limitations they experience when they cannot share events that are meaningful for them. Furthermore, by offering others special moments in photos, much information and communication may not be exchanged.

Performing the task of sharing family vacation photo on Facebook demands basics as knowing how to take a photo and having a Facebook account and how to open the profile, which item to click, select a specific photo to publish and choose the visibility of the photo. These ICT actions are all necessary and we expect that learners will have high motivation to learn how to perform them all.

As mentioned above, to share family photo to Facebook is necessary to have an account. In case, some of the learners do not have it, we incorporated to the challenge that activity first and later on, we are dealing with the photo. If the learners have Facebook account already, the first part of the challenge can be skipped.

Through examination of this module, the learners will learn a number of useful skills related to the use of smartphones and Facebook:

Using Facebook chat

Many adults are not aware of the usefulness of the chat function for direct real time conversations. This will open another communication channel to them, making them better connected to friends and family.

Selecting a photo on smartphone

Selecting photographs from a gallery is a basic skill for sharing photo and video content, allowing users to share important content with others. This seemingly simple skill still escapes many inexperienced smartphone users.

Uploading photo on Facebook profile

Uploading a photo is an important mechanics that improves the user experience and effectiveness of using Facebook. It also teaches general principles of uploading attachments. The users will also learn how to add description to the photo.

Choosing privacy setting and publishing the photo

Choosing who sees your content is important for effective communication. It helps reach specific recipients better. This is a useful but not always well-understood step in publishing content on Facebook. It can also protect users for sharing something that is not intended for general public.

Key Elements Of The Module

Auxiliary topics

Taking photos on a smartphone

Editing photos

Importance of passwords

Privacy settings

Facebook structure

Concepts to grasp

Photos are just data that can be sent and received

Photos taken are saved automatically in folders and you can access them

Facebook is social network and you can chat and share content with others on it

You can choose privacy setting and edit your photo

There is a logic using ICT

With internet we are connected with more than just friends and family

The challenge

No. 1

»You would like to connect with your friends and family on Facebook. You have to have an account and start chatting with somebody.«

No. 2

»You took some family vacation photo and would like that all your Facebook friends see it.«

Learning outcomes

Chatting to Facebook friends

Select a photo you prefer

Upload photo on Facebook

Awareness that you choose what and how will be visible to others

Attitude shift

Stronger motivation to be active on fb and expand your social network

ICT Self-esteem (I can learn ICT; it is a skill not a mystery)

Problem solving attitude (I can analyse, understand and solve problems)

Proactivity (I can use ICT to create and share my content)

Main topics and skills

Using Facebook chat

- Opening Facebook profile and find a chat icon
- Starting a conversation to a Facebook friend

Selecting a photo on smartphone

- Opening file where photos are saved
- Select the photo

Uploading photo on Facebook profile

- Find an icon on Facebook to upload the photo
- Describe the photo if wish

Choosing privacy setting

- Find an icon to choose privacy setting and choose it
- Upload the photo

Notes

Additional information

Target group/learner profile	<p>Adults who:</p> <ul style="list-style-type: none"> ● Have a smartphone and a fb profile ● Want to share something on their FB page but don't know how ● Have trouble understanding social networks ● Have an e-mail address and know how to access it ● Know how to take a photo and find it ● Have people they know on Facebook ● Have trouble edit the photo and privacy setting
Group size	From 6 to 12 learners
Some questions for discussion, ideation and reflection	<p>What is a social media network? How does it function? What does it mean to start a chat? What does it mean to share photos? How is possible to have photo on your smartphone and others to see it on their smartphone? Why privacy setting is important? What will happen if you change your mind and want to change privacy setting?</p>
Benefits of the learning outcomes and results	<p>With new gained skills the learners will improve their social interaction and their user satisfaction will improve as they could share happy (or some other) moments in their life to friends and family. They will be more independent ICT users and their self-esteem and creativity will grow.</p>

WORK PLAN OVERVIEW					
CONTENT	LEARNING OUTCOMES AND GOALS	ACTIVITIES ¹⁴	METHODS	PREPARATION/ MATERIALS	DURATION OF THE ACTIVITIES ¹⁵
1) Introduction and creative warm-up games 2) Basics of Facebook (chat, posts) 3) Presentation of the challenge ¹⁶ 4) Using Facebook chat 5) Posting a photo from smartphone to Facebook	<ul style="list-style-type: none"> Creating a group atmosphere and connection, preparing the learners to think creatively Being familiar with the basic elements and structure, smartphone icons, folders, Facebook, chat, moving files, etc. Familiarise the learners with the challenge to solve, start the creative problem solving process 	a) Short presentation of the teacher and the learners, playing various creativity supporting games b) The teacher briefly presents the Social media (Facebook) c) The teacher presents the challenge, puts the challenge in a real-life context, describes that the challenge contains various skills that will be learned by solving it	<ul style="list-style-type: none"> Verbal presentation, group activity Verbal presentation, storytelling, contextualising Verbal presentation, description, practical demonstration Reflection, experience sharing, experience based learning, brainstorming, analysis, problem- 	<ul style="list-style-type: none"> All participants must have a Facebook account and must know how to log in All participants must have some photos on their smartphones. Prepare a scenario or a story to present “the challenge” 	15 minutes
					15 minutes
					15 minutes
					30 minutes
					60 minutes
					15 minutes
15-minute breaks are recommended after activities c) and e). An additional creativity enhancing game can be added after activity c).					

¹⁴ Activity d) corresponds to step 4 and 5 of the creICTivity learning process, activity e) corresponds to step 6 and activity f) corresponds to step 7.

¹⁵ Due to the open-ended nature of the interaction between teacher and the learners, durations listed here are proposed but can vary somewhat depending on the intensity of the discussion and number of solutions proposed and examined.

¹⁶ Only the challenge is presented and not also the content of the module. In this way the learners will not get any clues and will think only about the challenge they need to solve.

	<ul style="list-style-type: none"> ● Basic orientation on Facebook, knowing to open the chat and start communication ● Knowing which functions to use to post a photo on Facebook, find and select a photo from smartphone, edit photo to Facebook and choose privacy settings 	<p>d) The learners and the teacher try to understand the challenge, propose possible steps to solve it, select the best steps challenge, propose possible solutions</p> <p>e) The learners with support from the teacher practically try out the solutions</p> <p>f) The learners try to find similar scenarios where the same steps could be used, evaluate the knowledge try to generalise the knowledge gained</p>	<p>solving, evaluating, critical thinking</p> <ul style="list-style-type: none"> ● Practical work, practical demonstration, peer-to-peer learning, learning-by-doing ● Evaluation, reflection, synthesis, generalisation 		<p>Total time: approx. 180 minutes</p>
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Module 6: “Finding that special item in an on-line store” - Search, filter and choose an item using online service

For many different reasons, sometimes going shopping is not possible. People can be sick or have no time for shopping. Alternatively, maybe wish for some item that is not selling in the shops near us. In all those situations, online shopping can be the answer.

However, not knowing how to use ICT and perform some ICT actions could be limiting.

Online shopping is a service that some people use regularly, but some have their own reasons why they do not for example people are afraid of fraud or enjoy physically going into the store more. However, for whatever reason, having the skill to shop online is useful no matter if will it be used or not.

To shop online, firstly is important to know some basics like navigate webpages, search for items, filter items, and choose the items. In addition, those actions are what we are going to teach. Additional would be discussion on how to pay with a card¹⁷ and how to choose a delivery service.

Adult learners who are not familiar with ICT usually are afraid that they will click something unintentionally so we prepared two challenges that will support them in experimenting and learn online shopping in fun and easy way.

This module contains necessary skills needed for on-line shopping. Working on the challenge the learners will learn how to:

Opening an on-line store and searching for items

Basic searching for a desired on-line store can be done in different ways and produce different results. Some useful tips about search words and best results can make this process easier. It is also useful to know how a typical on-line store is structured, where is the search option and how to use it.

Navigating thru offers

Searches for items usually produce many hits. It is useful to know how to narrow your choice with various filters. This mechanics is not well known to unexperienced on-line shoppers. It is also useful to be able to understand where and how the information about items is displayed.

Choosing an item

The final step of a purchase is choosing and paying. Here the learners will learn how to put the items in the shopping basket, add or delete them. Typical on-line payment options will be discussed and demonstrated without actually paying, as on-line payment is unknown to many unexperienced on-line shoppers.

Because on-line shopping hides many potential dangers, misleading add and fraudulent sellers, topics of on-line payment safety and how o recognise potentially dishonest stores will be discussed with the learners.

¹⁷ Payment is not actually done. A fake card is used to simulate the buying procedure.

Key elements of the module

Auxiliary topics

Importance of passwords
Saving items to reconsider
Ways of paying
Card safety
On-line safety
How to spot suspicious on-line sellers

The challenge

No. 1

»You would like to search a special item and you heard that a well known on-line store is the place where you can buy it. What must you do to search for the specific item? «

No. 2

»Now you need to choose which one is the best for you and you would like to add to your search price, colour etc. How would you do it? «

Main topics and skills

Opening an on-line store website of choice and search for an item
Main elements of typical on-line store website
Using search box

Navigating thru offers
Finding details about items
Applying search filters

Choosing an item
Choosing filters and apply them
Payment options

Concepts to grasp

There are uncountable items on online shopping pages
You can search whatever you wish
As much as clear you are what you are searching, it is more possible you will find it
You can save items and decide later

Learning outcomes

Opening online service page
Finding a search box
Searching for an item
Filtering by different criteria
Choosing an item and check-out

Attitude shift

ICT Self-esteem (I can learn ICT; it is a skill not a mystery)
Problem solving attitude (I can analyse, understand and solve problems)
Self-organization (I can be more independent and save time)
Stronger motivation to search the internet for useful items
Less fear of on-line scams, more realistic attitude towards on-line shopping

Notes

Additional information

Target group/learner profile	Adults who: <ul style="list-style-type: none"> ● Know how to use the mouse and double-click function ● Have an e-mail address and know how to access it ● Do not know how to use search and filter operations ● Want to save time (and often money) ● Want to be more independent ● Want to have something that cannot be bought in regular shops nearby
Group size	From 6 to 12 learners
Some questions for discussion, ideation and reflection	What is your attitude towards online shopping? What are the possible benefits? What is important to be aware of? How can you have some items in your shopping bag and come to it later? What if you change your mind?
Benefits of the learning outcomes and results	Learners will become familiar with online services and understand how they function. They will understand how to search and filter items according to different criteria. Safety risks discussion will make them less vulnerable to frauds. They will definitely become more independent and save time and often money by using online services. We will also discuss the attitudes towards online services so we expect they will use online services more often in their everyday lives.

WORK PLAN OVERVIEW

CONTENT	LEARNING OUTCOMES AND GOALS	ACTIVITIES ¹⁸	METHODS	PREPARATION/MATERIALS	DURATION OF THE ACTIVITIES ¹⁹
1) Introduction and creative warm-up games	<ul style="list-style-type: none"> Creating a group atmosphere and connection, preparing the learners to think creatively 	a) Short presentation of the teacher and the learners, playing various creativity supporting games	<ul style="list-style-type: none"> Verbal presentation, group activity 	<ul style="list-style-type: none"> All participants must have a smartphone 	15 minutes
					15 minutes
					15 minutes
					30 minutes
					60 minutes
2) Basics of online shopping	<ul style="list-style-type: none"> Being familiar with the basic elements and structure of typical online shopping services 	b) The teacher briefly presents one common online service and its main features	<ul style="list-style-type: none"> Verbal presentation, storytelling, contextualising 	<ul style="list-style-type: none"> Prepare some ideas what learners can buy 	15 minutes
					15 minute breaks are recommended after activities c) and e).
3) Presentation of the challenge ²⁰	<ul style="list-style-type: none"> Familiarise the learners with the challenge to solve, start the creative 	c) The teacher presents the challenge, puts the challenge in a real-life context,	<ul style="list-style-type: none"> Verbal presentation, 	<ul style="list-style-type: none"> In case of advanced teaching (how to pay an item) all participants must have an e-mail address created (check if they know their password) and the mentor should prepare a printed fake 	An additional creativity enhancing game

¹⁸ Activity d) corresponds to step 4 and 5 of the crelCTivity learning process, activity e) corresponds to step 6 and activity f) corresponds to step 7.

¹⁹ Due to the fluid nature of the interaction between teacher and the learners, durations listed here are proposed but can vary somewhat depending on the intensity of the discussion and number of solutions proposed and examined.

²⁰ Only the challenge is presented and not also the content of the module. In this way the learners will not get any clues and will think only about the challenge they need to solve.

<p>4) Searching preferred item</p> <p>5) Navigating thru offers</p> <p>6) Using filters, most common on-line payment options</p>	<p>problem solving process</p> <ul style="list-style-type: none"> • Basic orientation on a typical on-line store page and starting to search for an item • Knowing how to find details of the chosen item • Knowing how to use filters for narrowing down the offer, choosing an item, being familiar with the most common on-line paying options 	<p>describes that the challenge contains various skills that will be learned by solving it</p> <p>d) The learners and the teacher try to understand the challenge, propose possible steps to solve it, select the best steps challenge, propose possible solutions</p> <p>e) The learners with support from the teacher practically try out the solutions</p> <p>f) The learners try to find similar scenarios where the same steps could be used, evaluate the knowledge try to generalise the knowledge gained</p>	<p>description, practical demonstration</p> <ul style="list-style-type: none"> • Reflection, experience sharing, experience based learning, brainstorming, analysis, problem-solving, evaluating, critical thinking • Practical work, practical demonstration, peer-to-peer learning, learning-by-doing • Evaluation, reflection, synthesis, generalisation 	<p>bank card (the card that has all information as real card).</p> <ul style="list-style-type: none"> • Prepare a scenario or a story to present “the challenge” 	<p>can be added after activity c).</p> <hr/> <p>Total time: approx. 180 minutes</p>
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6. CREATIVITY ENHANCING GAMES

Games and creativity in the educational process play an important role in enhancing the learning experience of adults. While traditional educational methods can often be limiting and one-directional, play and creativity make learning more engaging and enjoyable, promoting in-depth understanding.

Games offers a natural learning environment for adults. During play, adults develop problem-solving skills, increase social interactions and explore thought processes using their imagination. For adults, play reduces stress, strengthens co-operation and communication and increases motivation to learn. With games, adults can develop creative thinking skills. It also supports their personal and professional development.

As a result, games and creativity in education enrich the learning experience and promote understanding that is more lasting. Games improves adults' problem-solving skills, social interaction and imagination, while creativity increases their ability to think differently and find new solutions. Play and creativity for adults support the efficiency of education and the creation of an enjoyable experience.

The games presented here were crated to stimulate creative thinking of adult learners on the topic of ICT. They can be used at the beginning of the learning activities as warm-up games or later in the learning process to prepare the learners for ideation to find solutions to the ICT challenges.

- All the participants raise index finger, middle finger and ring finger up. Index finger represents “name”, middle finger represents “favourite drink” and ring finger represents “their favourite social media”. While walking around the room, the participants touch the fingers of the people they meet with theirs and explain what the fingers represent in turn.
- Divided into teams of 5-6 people according to group size. Each team is asked to create a machine or item using their own bodies. What is required from each group is to decide on an item by discussing it among themselves and to present it in a way that other friends can understand by using their own bodies. It is very important that every person in the group is involved as part of the machine. Allow 15–25 minutes for groups to work, decide, and rehearse. Then, when they are ready, they offer their machines to everyone. The watching participants are also asked to name the machine. Besides having fun, it is a game that allows the participants to work together and to get closer to each other. A discussion environment can also be created at the end of the presentations.
- The game has only one rule: come up with the most ridiculous ideas possible. I ask the person who comes up with a solution to the question I asked, to sit in the middle chair and say his/her opinion. The more ridiculous the solution you describe; the more applause you will get. In this game, participants are encouraged to come up with the most different and absurd idea using their creative minds.
- Writing metaphors helps make thinking more flexible. Each participant is given a pen and paper. He is asked to write a metaphor about ICT.

I am like a Computer. Because...

I'm like a Facebook account. Because...

- Use the drama method. Give participants roles related to the topic you are going to be talking about. For example, you will tell about internet banking. For example; a person becomes a cell phone. The second person becomes the bank's mobile application. The third party is sending a money order within the mobile application. Roles are multiplied according to the number of participants. After the game, the subject is explained to the participants practically.

- Prepare algorithms related to the topic.
For example;
 1. Open the Word file.
 2. Turn on the computer.
 3. Click the mouse.
 4. Press the Save button.
 5. Write text.
 6. Add photo.

Rank the actions in the correct order

- In Mobile Phone Ideation participants split into groups and take 30 different pictures with their mobile phones. Then they create stories about the pictures taken as a group. The stories should be connected to the topic of ICT.

- Select a random word connected to ICT (for example; Facebook, WhatsApp etc.). Use this word, a random word above it and a random word below it to create a short story. Finding a way to create an interesting, cohesive story from seemingly random elements can improve your ability to make connections and combine ideas that do not necessarily relate.

