

Detailed course program

Title of the Learning Activity	Using ICT in everyday life
Topic	Search for a cultural event
Summary of the activity	<p>This part serves for a basic explanation of the necessary terms related to the topic “Search for a cultural event - Using ICT in everyday life”.</p> <p>The situation (for example with COVID-19) is not easy for a person who must spend a large part of his free time at home. Culture is an essential element that shapes our values, fills our free time with entertainment, education, and some form of relaxation from everyday responsibilities. At a time when it is not possible to visit theatres, cinemas, exhibitions, historical and otherwise important places, we can get at least a little closer to the world of culture thanks to the Internet.</p> <p>Learners will get a basic idea of how and where to find culture on the internet from official resources that can be used if they own a computer / laptop / smartphone / tablet / book reader, etc.</p>
Duration	240 minutes (4 hours)
Age Group	30+
Aims of the Activity	<ul style="list-style-type: none"> - to learn about basic prerequisites for searching of a cultural event with Internet connection - to learn the main terms - to learn how to enter to the world of searching for a cultural event on the Internet - to learn how to use ICT for searching of cultural event on the Internet - to learn which devices can be used - to learn how to make the first steps - to learn about the basic principles of Internet security - to learn how to work with browsers, search engines - to learn about different types of browsers and search engines - to learn about cultural directories/culture institutions’ websites
Guidance for a proper performance of the activities	
Methodology to implement the Activity	<p>If we want to find some new interesting sources of culture on the Internet or if we want to use an already known resource that will lead us to a certain connection with culture, we must know the basic points for entering the world of the Internet and we must be able to use our devices. Culture is an interesting element that a large part of society needs to live. At a time when it is not possible for a person to attend a cultural event, the internet can help us. Thanks to the theme of culture, we can teach learners basic IT skills that they can continue to use in their daily lives. In the topic of culture, we can hide the teaching of IT</p>

	<p>skills, which leads to the acquisition of new things in an interesting, motivating and calm way.</p> <p>The storytelling method will be well served to hide the "computer course" into a friendly culture environment. We do not intend to scare our learners with technical issues, so the story of everyday life will move us to the goal. We can also mention a "problem" and our learner will try to solve (problem teaching method). All visual aids (presentations, pictures, videos, sounds, animations ...) are very welcome.</p> <p>Great emphasis should be placed on daily activities, minimum theory and everything to support with interactive tools.</p> <p>The teaching process should take place with a maximum of 12 learners and all should be supported by a second trainer who will provide individual support to learners.</p> <p>The teaching process should be maximally focused on the goal of the topic. It is necessary to focus on the overall graphical interface, especially for the part of the course that will be delivered online. Learners would have the opportunity to discuss questions with someone who is responsible for the course.</p>
Methods	<p>Individual work</p> <p>Self-study</p> <p>Pair work</p> <p>Work in group</p> <p>Storytelling</p> <p>Problem solving method</p> <p>Demonstration method</p> <p>Brainstorming</p> <p>WBTs</p> <p>Social Learning</p> <p>Simulation</p> <p>Game-based learning</p> <p>E-learning</p> <p>M-learning</p>
Tools and materials	<p>Computers/Laptops/Notebooks/Tablets/Book readers/Smartphones, Internet connections, data projector, presentation/material with key information and graphics, web browsers, basic tools focusing on Internet security, examples where to find culture on the internet, signposts on the Internet that focus on culture, examples of applications that focus on culture.</p>
Knowledge acquired during the classes	<p>The participant is able to:</p> <ul style="list-style-type: none"> - use Internet for searching of a cultural event - use Internet for searching - use internet browsers - use ICT tools with a focus on culture - use specific devices for entering the world of the Internet with a focus on culture - use the app with a focus on culture - know how to prepare devices for entering the world of the Internet with a focus on security - know how to make our daily life easier thanks to ICT and the Internet

	<ul style="list-style-type: none"> - solve new situations and develop our skills and knowledge - ability to practically solve everyday needs
Skills	How to define key words, how to enter to the world of culture on the Internet, to learn a basic understanding of how to use ICT for culture on the Internet and what can be used, to learn a basic understanding of the main tools/services, how to search on the internet, how to use search engines, how to work safely on the internet.
Process	Everything will start with a welcome and will continue with a warm-up activity. The following is the story of everyday life, which includes specific objective topics. Everything is supported by interactive presentation/tools, practical work and the repetition of important elements.
Session 1 Opening session 30 min	<p>The trainer introduces himself/herself and welcomes /especially new/ learners of the course.</p> <p>The learners will form pairs. In the pair learners will try to get the basic information about themselves /name, why she/he came to the course...etc./ They present each other to each other in front of the course group. Everything can be supported by nameplates. The name posts are then taped or stuck visibly on the clothing.</p> <p>The trainer will inform the participants about the rules, say a few words about the course and its links to previous and future topics.</p> <p>The trainer can set the objectives and the programme of the module (it depends how the trainer will work with the story).</p> <p>Example of how to start working with a topic:</p> <p><i>Greetings and welcome to today's class which is going to focus on culture on the Internet. Let's first have a brief look on what's going to be the content of the class. In a few minutes we will be part of a virtual cultural environment. We will know what is ready and waiting for you. Culture is close to you and you just have to choose. Before that happens, I would like to ask you one basic question. Do you have any experience with this world of culture? How can we go for culture?</i></p> <p>Other motivational elements are very welcome.</p>
Session 2 The story 30 min	<p>The story is especially important for this part.</p> <p>Trainer might start with a story:</p> <p><i>"Try to imagine that there is bad weather outside, which does not tempt you to open the door and go out.</i></p> <p><i>Or you can imagine that your current state of health does not allow you to move to the cinema or theatre. You have to stay at home or you want to stay at home.</i></p> <p><i>Surely you also have the ideal destination in your dreams, which is connected with some element of culture. The journey can be very costly and complicated. Can you imagine sitting on a plane for over 15 hours? For some, the idea of travelling to the other side of the world is not exactly pleasant.</i></p> <p>Everything will be supported with the pictures/sound in order to create an authentic atmosphere.</p> <p>/An animation may be available on the online platform to support maximum zooming into reality/.</p> <p><i>What now? How can you get closer to culture? Can you try to come up with an alternative?</i></p>

	<p>Give enough space to participants to share their ideas and thoughts. Support the debate in their groups and encourage participants to be active and involved.</p> <p>In this section, our learners need to get to the point where they understand that this situation can be easily solved with the help of ICT and internet tools. In this section, the initial idea from the learner is important. They do not have to use any specific procedure or tool.</p> <p>The trainer at the end of this section summarises the main things about the topic.</p>
<p>Session 3</p> <p>Continuation of the story – to be ready, the main terms, how to be ready for the first step</p> <p>45 min</p>	<p>In this section, the lecturer must still connect everything with the story and focus on specific steps that will lead to preparation for the use of a particular tool in the next section.</p> <p><i>The trainer will ask the course learners:</i></p> <p><i>Yes, that's right, culture can be found on the internet. But before we go to see exactly what and how we can find it on the Internet, it is advisable to be ready for the first steps. Do you think your device is ready?</i></p> <p><i>Tell me, what do you think we need to check before entering the virtual world of culture?</i></p> <p>The focus should be on the following terms:</p> <ul style="list-style-type: none"> - specific functional devices (computer/notebook/laptop/tablet/smartphone/book reader, etc.), - active and sufficiently fast internet connection (mobile or fixed) - internet browser/application - search engine and how to search for information on the Internet - basic information about security risks on the Internet - safety recommendations - think before each click - advertising on the Internet and its forms <p>Everything will be supported with the pictures / it can be via presentation / in order to create an authentic atmosphere. The pictures can be in very simple form.</p> <p>Give enough space to participants to share their ideas and thoughts. Support the debate in their groups and encourage participants to be active and involved.</p> <p>The trainer at the end of this section summarises the main things about difference.</p>
<p>Session 4</p> <p>Example of tools – we are ready for culture on the internet</p> <p>120 min</p>	<p>In this section, it is necessary to focus on a specific practical demonstration. It is necessary to acquaint learners with several interesting tools / resources that focus on culture. The assumption is that the tools/resources will be the most used tool in a certain area / country.</p> <p>It is appropriate to focus the attention of learners first on common and simple elements of culture, then to deepen the possibilities for more complex elements.</p> <p><i>First, the practical demonstrations will focus on access to the archive and online broadcast of local television and radio. It is necessary to first show everything and then give learners time to try it out.</i></p> <p><i>Then it's a good idea to move on to some LEGAL and familiar sources that can be used to watch movies and other performance recordings. Then we can focus our attention on travel, virtual tours of interesting places, virtual tours of museums and current exhibitions,</i></p>

virtual tours of monuments and works of artists. Finally, we can show archives focused on books, magazines, etc.

To maintain interaction with our group, it is necessary to have basic questions ready. We need to focus on getting answers from learners, which can only be based on a theoretical level. It is essential that learners think about the issues that have arisen.

Examples of questions:

What cultural resources can you find on the internet?

What resources can be the basic ones?

Why is it appropriate to use them?

Can I travel online? What can I discover? Have you ever tried it?

Do you have any subscriptions to the world of culture on the Internet? What kind? Would you like to have a subscription? Have you heard of any options?

Have you ever heard of the term legal / illegal source?

The teacher can ask the following question:

Let's meet other helpers who allow us to interact directly with our friends. Communication can take place in real time. It can be a written communication (chat), transmission of sound, video or various pictures and documents. What tools do you know?

It is important to note that if our device is in good security condition, I can use my device for communication. I need to have an email, I often have to register in the system and choose a suitable login password.

Now it's time to introduce learners to some tools that are popular in the area or country. Examples of tools are: WhatsApp, Messenger, Viber Messenger, Snapchat, Google Hangouts, Skype, Zoom, etc.

Everything will be supported with the pictures / it can be via presentation / in order to create an authentic atmosphere. The pictures can be in very simple form. It may be a theoretical / boring / part, so a large number of pictures are welcome.

Give enough space to participants to share their ideas and thoughts. Support the debate in their groups and encourage participants to be active and involved.

The debate is followed by a demonstration of use, learners will try everything individually, and support from the main and assistant lecturers will be provided.

The trainer at the end of this section summarises the main things about the basic prerequisites for using tools on the internet.

At the end summarise the story. Emphasise that participants successfully managed to solve the problem by themselves.

Example of ending a topic:

"Yes, sometimes there may be situations where you can't go to a museum, you can't visit an exhibition, you can't go to the cinema or go to the other side of the world to see a certain cultural monument. There can be an infinite number of reasons why this is not possible. Everyone can be in touch with culture, who has the opportunity to connect to the Internet and has some device that will become his ticket to the world of culture. Fulfil your dreams!"

Evaluation/Assessment	It can be used with Kahoot or with post-it sticky papers
Bibliography, links or resources	<p>Links that are associated with the topic being discussed. It must be current for the country and the current time.</p> <p> www.ceskatelevize.cz/ivysilani www.play.iprima.cz www.novaplus.nova.cz www.barrandov.tv/video www.youtube.com www.rozhlas.cz/iradio/zive www.hledani.rozhlas.cz/iradio www.play.cz www.abradio.cz https://www.airpano.com/360photo/Sydney-Australia/ www.airpano.com Virtual tour of the ŠKODA Museum https://exhibition.indihu.cz/view/Parlament/start https://www.nm.cz/virtualne-do-muzea/virtualne-do-muzea-bez-barier/audiozaznamy-virtualnich-vystav https://www.youvisit.com/tour/louvremuseum https://www.louvre.fr/en/visites-en-ligne https://artsandculture.google.com/ http://emuzeum.cz/ https://www.esbirky.cz/ </p>
Additional activities	It is very popular to use various applications on devices that the user can always have with him. A demonstration of a popular application that has a pleasant user interface and invites a certain form and shape into the world of culture is very welcome.
Mentoring for listeners?	In this topic, mentoring is important to focus on everyday experiences and needs. The mentor can acquaint the students with the tools and possibilities, or to motivate them in practice, how it is possible to have an easier life thanks to the tools of ICT and the Internet. /Individuals who are or must be isolated from the ordinary world can be part of the world of culture thanks to the Internet. It is worth demonstrating this so that they have the possibility of active involvement.
Validation of teaching process	<p>Some validation of the teaching process is welcome, but it is necessary to focus on a few key points that are essential. Given the form of this teaching process, it must be a form that focuses on informal concepts or the possibility of using the game. The classic test will demotivate students in their set path to success..</p> <p>Lerners can also demonstrate their experience after completing the topic. The demonstration can be through some form of communication between the teacher, the learner and the group of learners.</p>

Special requirements for the trainer	The trainers should have a specific ICT background and be familiar with applications/tools taught during the training. Also the trainer should have experience working with adults, especially with low skilled adults. Some orientation to the virtual world of culture so that the teacher can share his real and practical experience with learners is welcome.
Innovative elements	Use of Storytelling and Problem-based method