

## Detailed course program

<b>Title of the Learning Activity</b>	<b>Using ICT in everyday life</b>
<b>Topic</b>	<b>Travelling</b>
<b>Summary of the activity</b>	<p>This part serves for a basic explanation of the necessary terms related to the topic "Traveling - Using ICT in everyday life". Based on this, the course learners will proceed to the practical use of tools that will make their lives easier when they travel.</p> <p>Learners will know more about the specific tools associated with the Internet, which bring us benefits when looking for a way from point A to point B. Planning becomes more efficient, less stressful and everything can always be adjusted to current needs.</p>
<b>Duration</b>	240 minutes (4 hours)
<b>Age Group</b>	30+
<b>Aims of the Activity</b>	<ul style="list-style-type: none"> <li>- to learn about basic prerequisites for traveling with Internet connection</li> <li>- to learn the main terms</li> <li>- to learn how to enter to the world of traveling on the Internet</li> <li>- to learn how to use ICT for traveling</li> <li>- to learn which devices can be used</li> <li>- to learn how to make the first steps</li> <li>- to learn about basic tools for traveling</li> <li>- to learn how to find the way from/to</li> </ul>
<b>Guidance for a proper performance of the activities</b>	
<b>Methodology to implement the Activity</b>	<p>The theme of traveling is very popular amongst our target group. We can use it as an element through which we will teach our group computer skills.</p> <p>The storytelling method will be well served to hide the "computer course" into a friendly traveling 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>



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<b>Methods</b>	<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>
<b>Tools and materials</b>	Computers/Tablets/Smartphones, Internet connections, data projector, presentation/material with key information and graphics, web browsers, example of the tools for traveling, example of the app for traveling.
<b>Knowledge acquired during the classes</b>	<p>The participant is able to:</p> <ul style="list-style-type: none"> <li>- use Internet for the first steps associated with traveling</li> <li>- use ICT tools with a focus on traveling</li> <li>- use specific devices for entering the world of the Internet with a focus on travel</li> <li>- use the tools with a focus on traveling</li> <li>- know how to make our daily life easier thanks to ICT and the Internet</li> <li>- solve new situations and develop our skills and knowledge</li> <li>- ability to practically solve everyday needs</li> </ul>
<b>Skills</b>	How to define key words, how to enter the world of traveling on the Internet, to learn a basic understanding of how to use ICT for traveling and what can be used, to learn a basic understanding of the main tools/services.
<b>Process</b>	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.
<b>Session 1</b> <b>Opening session</b> 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 program of the module (it depends how the trainer will work with the story).</p> <p><b>Example of how to start working with a topic:</b></p>

	<p><i>Greetings and welcome to today's class which is going to focus on travel in the Czech Republic. Let's first have a brief look on what's going to be the content of the class. We will undertake travels across our country, whether on foot, combining trains and buses or driving cars. Before we start, let me request you to provide me with some of your personal experience regarding travel in the Czech Republic, if you like to make trips, whether to see nature or sights or for the sake of culture .... Do you rather travel in the summer or in winter?...</i></p> <p>Other motivational elements are very welcome.</p>
<p><b>Session 2</b></p> <p>The story</p> <p>30 min</p>	<p>The story is especially important for this part.</p> <p>Trainer might start with a story: One day you receive a message (SMS)...</p> <p><i>"So, try to imagine that in afternoon, you might be doing something like making yourself a cup of coffee and then, all of sudden, you receive a text message from your good friend you have always planned to go with somewhere, to see sights or just travel in the Czech Republic, and that friend was ill for some time so you were unable to make it happen. So suddenly she writes you a message that she is healthy again and that she has a surprise for you. As you have planned together a trip to the Lednice castle, which is quite far from Prague so some preparation is necessary, she has booked tickets to a theater performance right in the castle taking place on 10th June and, as she writes, she would like to meet you there on the spot. She writes she is already looking forward and so on and so forth. You can imagine how such communication can proceed. Now you are reading the message, maybe in the botanical garden near your home, getting upset as you realize you don't know how to get there. What can I do about it as it is, after all, across half of the country? I would like to know, if you can imagine yourself being in such a situation, how you would think and proceed to solve the problem, that suddenly you got such a message and you need to get from your home to a certain place at the right time and date."</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>How can you accomplish this difficult task now? Do you have any ideas? It's easy to say... Lednice!?!</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 summarizes the main things about the topic.</p>
<p><b>Session 3</b></p> <p>Continuation of the story – to be ready, the main terms</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>Is it better to visit the information somewhere at the station (for example at the train station or bus station) personally or find out specific traffic connections from your home?</i></p>



	<p><i>Tell me what we need to have available at home so we can find specific transport connections!</i></p> <p>The focus should be on the following terms:</p> <ul style="list-style-type: none"> <li>- specific functional devices (computer/notebook/laptop/tablet/smartphone/book reader, etc.),</li> <li>- active and sufficiently fast internet connection (mobile or fixed)</li> <li>- internet browser/application</li> <li>- basic information about security risks on the Internet!</li> </ul> <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 summarizes the main things about difference.</p>
<p><b>Session 4</b></p> <p>Example of a tool – a way from point A to point B</p> <p>120 min</p>	<p>In this section, it is necessary to focus on a specific practical demonstration of a tool that can solve the situation. The assumption is that the tool will be the most used tool in a certain area / country.</p> <p><i>You have decided to use a tool which helps us to find a way to our destination. Is that so simple? Can anyone use this tool any time?</i></p> <p><i>We have said that when we need to travel it will be important for us to have a tool which can find a way for us from a place A to B. In our case, the tool will be “mapy.cz” and we will see a demonstration of how to use it. Do you use “mapy.cz”? Do you know anything about it?</i></p> <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. It may be a theoretical / boring / part, so a large number of pictures are welcome.</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 debate is followed by a demonstration of use, learners will try everything individually, and support from the main and assistant lecturers will be provided.</p> <p>The trainer at the end of this section summarizes the main things about the basic prerequisites for using tools on the internet.</p> <p>At the end summarize the story. Emphasize that participants successfully managed to solve the problem by themselves.</p> <p><i>Example of ending a topic:</i></p> <p><i>Reply to SMS: " Hi! I look forward! I will arrive.... at ... o'clock. When I will be close to the place, I will send you a message."</i></p>
<p><b>Session 4</b></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>



*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.*

*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, 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:*

	<i>"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!"</i>
<b>Evaluation/Assessment</b>	It can be used with Kahoot or with post-it sticky papers
<b>Bibliography, links or resources</b>	<p>Links that are associated with the topic being discussed. It must be current for the country and the current time.</p> <p><a href="http://www.mapy.cz">www.mapy.cz</a></p> <p><a href="http://www.maps.google.com">www.maps.google.com</a></p> <p><a href="http://www.idos.cz">www.idos.cz</a></p> <p><a href="http://www.jizdnirady.cz">www.jizdnirady.cz</a></p>
<b>Additional activities</b>	A short look at the tool page, a short look at the default smartphone / tablet application interface
<b>Mentoring for listeners?</b>	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.
<b>Validation of teaching process</b>	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.
<b>Special requirements for the trainer</b>	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.
<b>Innovative elements</b>	Use of Storytelling and Problem-based method