



**Develop Your
Creativity**

20
23

IMPLEMENTATION GUIDE FOR EDUCATORS OF ADULTS WITH EDUCATIONAL RECOMMENDATIONS

GUIDE



**Co-funded by
the European Union**

LEADER:



**STOWARZYSZENIE
KREATYWNÍ DLA
BIZNESU**

PARTNERS:



**FUNDACJA EDUKACJI,
ROZWOJU I INNOWACJI**



Certified Service EDU SMART Training Centre
UKRPN 12066295

Table of Contents

1. Catalog of competences and attitudes of an educator	4
2. Tools for the educator's work in the creative space	
Google Meet - User Guide	14
MENTIMETER (MENTI) – INTRODUCTION	24
KAHOOT – INTRODUCTION	36
3. Educational recommendations in the era of a pandemic	54
3. Implementation briefing	82
Sources	98

FUNDED BY THE EUROPEAN UNION. VIEWS AND OPINIONS EXPRESSED ARE HOWEVER THOSE OF THE AUTHOR(S) ONLY AND DO NOT NECESSARILY REFLECT THOSE OF THE EUROPEAN UNION OR THE EUROPEAN EDUCATION AND CULTURE EXECUTIVE AGENCY (EACEA). NEITHER THE EUROPEAN UNION NOR EACEA CAN BE HELD RESPONSIBLE FOR THEM.

GUIDE | IMPLEMENTATION GUIDE FOR EDUCATORS
OF ADULTS WITH EDUCATIONAL
RECOMMENDATIONS

Introduction

The implementation of adult educators and educational recommendations play a key role in the effective conduct of the teaching process. Adults have unique educational needs, expectations and motivations. The implementation of educators who are aware of these specificities enables effective adjustment of curricula and teaching methods to their needs. Educational recommendations can serve as guidelines for effective strategies, techniques, and tools that are most appropriate for this age group.

A creative approach to learning stimulates participants to actively participate in the process. Creative teaching methods, such as experimentation, open problems or intellectual challenges, stimulate curiosity and motivate to look for solutions.

In recent years, interest in the creativity of people over 65 has increased significantly. Maintaining a high level of creativity in adults increases the likelihood of maintaining a relatively high level of well-being, and thus also a satisfactory health condition. Further support should be given to the professional development of educators, on whom the improvement of social inclusion in adult education depends to a large extent. The OECD report shows that as many as 18% of educators reported a great need for training in the use of information and communication technologies. These figures indicate that educators must regularly renew their competences, adapting to the ongoing changes.

Adult education is an extremely important aspect in the current situation in which we find ourselves. The educational strengthening of society takes on a different dimension. It cares for the development of adults, but also prevents regression and exclusion.

Areas related to creativity build positive social attitudes, self-awareness, assertiveness, self-esteem and eliminate feelings of rejection or helplessness in today's world in which we have to function.


1. Catalog of competences and attitudes of an educator

Here are some key competencies for adult educators:

- Understanding the needs of learners: adult educators should be able to understand the different learning styles, needs and goals of learners.
- Designing and delivering effective training programs: adult educators should be able to design and deliver training programs that meet the needs of learners.
- Communication: adult educators must be able to communicate clearly and effectively with learners.
- Motivating learners: adult educators must be able to motivate learners to achieve their goals and continuously improve their skills.
- Analyzing training needs: adult educators must be able to analyze the training needs of learners and adapt training programs to meet their needs.
- Adapting to different learning situations: adult educators must be able to adapt their teaching methods to different learning situations, including different age groups and experience levels.
- Creating a learning culture: adult educators must be able to create a positive and interactive learning culture that encourages learners to share knowledge and experiences.
- Monitoring learner progress: adult educators must be able to monitor learner progress and adjust training programs in a timely manner.



Key competencies: Be creative!



Creative approaches to adult education can include many different techniques and methods, and here are some suggestions:

- Use educational games: Educational games are a great way to reinforce skills and knowledge, encourage collaboration, and improve creativity and decision-making. Games can target specific learning objectives and be tailored to the group of learners.
- Create discussion groups: Discussion groups are a great way to actively participate and develop social skills that allow learners to exchange ideas and opinions. Learners can also learn from each other.
- Use technology: Technology can help enrich and enrich the education process, such as through the use of videos, podcasts, interactive quizzes and other digital tools.
- Use interactive educational tools: Educational tools such as charts, flip charts, colored cards and models can help learners visualize concepts and better understand concepts.

Be creative!

- Use storytelling techniques: Stories are a powerful tool in adult education because they help connect facts and knowledge with emotion and interest. Using storytelling techniques can help facilitate the learning process and assimilation of knowledge.
- Conduct workshops and practices: Workshops and practices allow learners to have direct experience related to a topic, which can help them understand the theory and enable them to apply it in practice.
- Tailor the approach to individual needs: Every learner is different, so it's important for teachers to be able to tailor their approach to individual learners' needs. A good relationship with learners and early diagnosis of difficulties will allow for a more tailored approach to adult education.



Be flexible! Adapt to your audience



- Flexibility is an important trait for an adult educator because it enables him or her to adapt their teaching style to the individual needs of learners and the learning situation. Here are some ways in which adult educators can demonstrate flexibility:
 - Adapting teaching style: Adult educators should be able to tailor their approach to the individual needs of learners, taking into account different learning styles, levels of experience and motivation.
-
- Tailoring content: Adult educators should be able to tailor learning content to provide relevant knowledge and skills to learners.
 - Changing teaching strategies: Adult educators should be able to change their teaching strategies if the initial approach proves ineffective. This may include changes in teaching methods or adjusting the pace of training.
 - Accommodating different learning styles: Adult educators should take into account learners' different learning styles, such as listening, seeing and touching, and adapt their approach to each.

Be flexible! Adapt to your audience

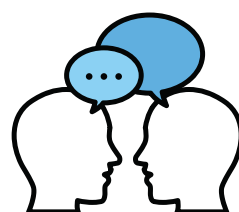
- Changing the pace of learning: Adult educators should be flexible about the pace of instruction, allowing learners to adjust the pace to their needs and abilities.
- Consideration of the learning situation: Adult educators should take into account learning situations, such as changes in a group of learners, or adapting training to a particular environment.
- Adult educators' flexibility allows them to adapt the learning process to individual learners' needs and encourages success.



Be communicative!

HERE ARE SOME TIPS ON HOW TO BE A COMMUNICATIVE EDUCATOR:

- Listen carefully - Often people listen but don't hear. Always listen carefully to what your students are saying to understand their needs and problems. By showing interest, you build a positive relationship with your students.
- Adjust your communication methods - Students have different learning styles and different levels of knowledge. Therefore, it is important to adapt your communication methods to your students' different needs and learning styles. Pay attention to whether your student is a visual, auditory or tactile learner.
- Ensure clarity and simplicity - Make sure your communication is clear and understandable. Use simple words and avoid complicated technical terms that can cause difficulties for your students.
- Ask questions - During lessons, ask your students questions to encourage them to think and actively participate in the learning process. Questions should be structured in such a way that they require specific answers from your students.
- Use examples - Use real-life examples to help students understand complex concepts. These examples can come from your own experience or from other sources.
- Be open to feedback - Always ask your students for their opinions and suggestions about your teaching style and communication style. Being open to feedback will help you improve your methods and strengthen your relationship with your students.
- Be empathetic - Remember that your students may have different levels of knowledge and skills, as well as different problems and challenges in their personal lives. Be empathetic and understanding to help your students achieve their educational goals.



Be understanding!



BEING AN UNDERSTANDING ADULT EDUCATOR MEANS DEMONSTRATING AN UNDERSTANDING OF THE INDIVIDUAL NEEDS AND LIMITATIONS OF YOUR STUDENTS, WHILE MAINTAINING A HIGH LEVEL OF EDUCATIONAL REQUIREMENTS AND STANDARDS. HERE ARE SOME TIPS ON HOW TO BE AN UNDERSTANDING EDUCATOR:

- Recognize individual differences - Remember that each student has individual needs and abilities. Be flexible and adapt your teaching methods to your students' needs and abilities.
- Understand Difficulties - Students may encounter learning difficulties for a variety of reasons, such as lack of time, lack of motivation or difficulty understanding the material. Always be ready to help your students overcome difficulties and provide guidance.
- Individual development - Strive to understand your students' individual goals and educational plans. Be open to discussing what motivates your students and what they want to achieve.

Be understanding!

- Respect different learning styles - Students have different learning styles. Some prefer to listen to lectures, while others prefer to learn through practice or use video tutorials. Respect and adapt your teaching methods to the different learning styles of your students.
- Allow time for reflection - Give your students time to think about the material and assignments before responding. Don't expect every participant to respond to your questions immediately.
- Be open to dialogue - Be open to dialogue with your students to learn about their needs and expectations. Remember that your students have experiences and knowledge that can be useful in the educational process.
- Show patience - Patience is key in the education process. Some students need more time to understand the material and achieve their goals. By showing patience, you help your students achieve educational success.



Here are four attitudes that a good adult educator should have:

1

Empathy - educators should be able to understand the situation and needs of their adult students. They should be able to connect with students, listen to them and show understanding of their life experiences.

Seniors often have different educational experiences and needs compared to students in elementary or high school. Empathic educators will be able to understand these differences and tailor their teaching methods to meet the individual needs of their students, making learning more effective and contributing to a better bottom line. Empathy allows for a better relationship between educator and student, which fosters motivation and a desire to learn.

2

Openness - educators should be open to new ideas and ways of teaching, as well as to different points of view of their students. They should be able to adapt their teaching approach and method to the needs and experience level of their students.

Openness to new ideas and ways of teaching is an important attitude for adult educators. Adult learners have different levels of experience and knowledge, as well as different learning styles and educational needs. A good educator should be open to these differences and be willing to adapt his or her teaching approach to the individual needs of seniors. In addition, being open to different viewpoints is also important, as adult students often have different perspectives and life experiences that affect the way they think and learn. Educators should be able to take these differences into account and openly discuss with students to understand their point of view and, based on this, choose the best approach to learning. Openness to new ideas and different perspectives can lead to interesting and effective teaching methods and a positive atmosphere.



Commitment - a good adult educator should show passion and commitment to their work. They should inspire their students and stimulate them to actively participate in the learning process.

Educators who show that they are genuinely interested in their subject and want to help their students succeed can build positive relationships with their students and help increase their involvement in the learning process.

A good adult educator should also use a variety of teaching methods that encourage students' active participation in the learning process, such as discussions, group projects, games and exercises. In this way, educators can provide students with diverse and interesting learning experiences.



Professionalism - educators should be well prepared and knowledgeable about their subject and teaching method. They should also demonstrate the ability to communicate, organize and plan lessons. Finally, they should maintain a high level of professional ethics and act in accordance with the norms and values of their profession.

Educators should also demonstrate organizational and lesson planning skills to ensure an effective learning process and maximum use of lesson time. In addition, communication with adult learners should be clear and effective to ensure understanding and effective learning.

Maintaining a high level of professional ethics, which includes adhering to the norms and values of one's profession, as well as dealing honestly and ethically with students, is also an important element of professionalism. Educators should show respect for students and their privacy, and maintain confidentiality about student information.

A good educator is a key element of effective learning. His or her role is to inspire, motivate and impart knowledge, skills and values that are relevant to students' development.

His or her skills and approach to teaching have a major impact on the motivation and effectiveness of learning, as well as the development of skills and values that are important for success in life.

2.Tools for the educator's work in the creative space

Google Meet - User Guide

This guide is designed to help users become familiar with the most common features and functions of Google Meet on a computer / laptop. With this guide users will be able to:

- Start meeting from Meet
- Schedule a meeting from Calendar
- Mute audio/video and see chat options
- Present a screen during a meeting and view participants at the same time
- Change your background
- Organise Breakout Rooms
- Open and share a Whiteboard
- Layout and View options

Based on: <https://support.google.com/meet#topic=7306097>

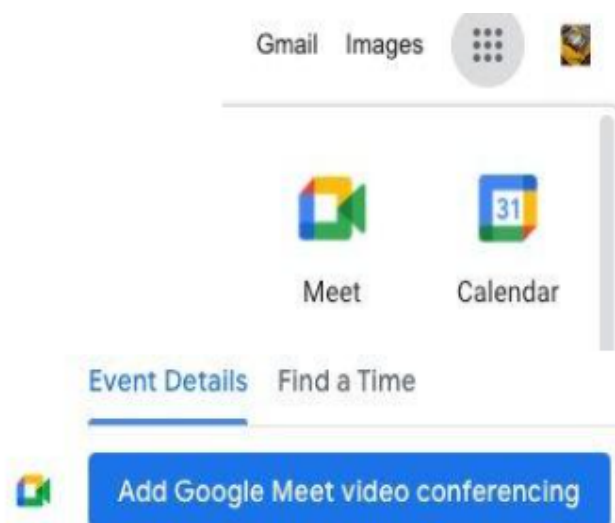


Google Meet

Adapted from Google Meet Help page:
<https://support.google.com/meet#topic=7306097>

Schedule a video meeting from Google Calendar

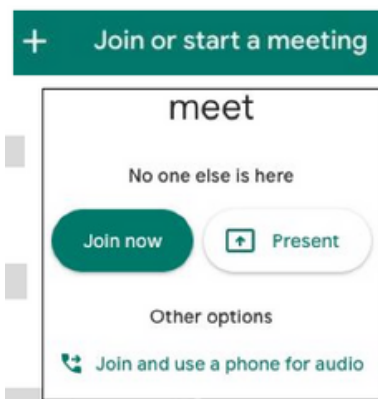
1. Open Chrome browser and select Google Calendar from the menu or go to <https://calendar.google.com/> in any browser.
2. Create an event in Calendar,
3. Click 'Add guests'
4. Enter names or email of people you would like to invite.
5. Click 'Save'.
6. Click 'Send' to notify your guests.



Start a video meeting from Meet

For Google Workspace users (using Meet with a work or school account)

- Go to Google Meet.
- Click 'Join' or 'Start' a meeting.
- Optional: Create a nickname for your meeting and enter the nickname. Click Continue.
- Click Join now.
- To add someone to a meeting, choose an option:
 - Click Copy joining info and paste the meeting details into an email or another app.
 - Click Add people and choose an option:
 - Under the Invite section, select a name, or enter an email address and click Send invite.
 - Under the Call section, enter a phone number and press Call 📞



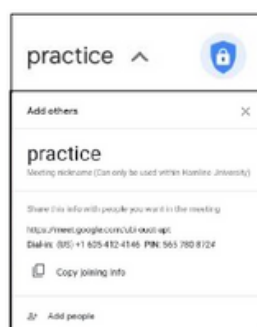
For users using Meet with a personal account

- Go to Google Meet.
- If you have a meeting code, enter a code in the “Enter meeting code” field click Join.
- If you want to start a new meeting, click New Meeting.
- Choose an option:
- Create a meeting for later: This will generate a meeting link which you can share to meet now or later.
- Start an instant meeting: Creates a meeting that you join now.
- Schedule in Google Calendar: To schedule a meeting, you will be directed to Google Calendar.



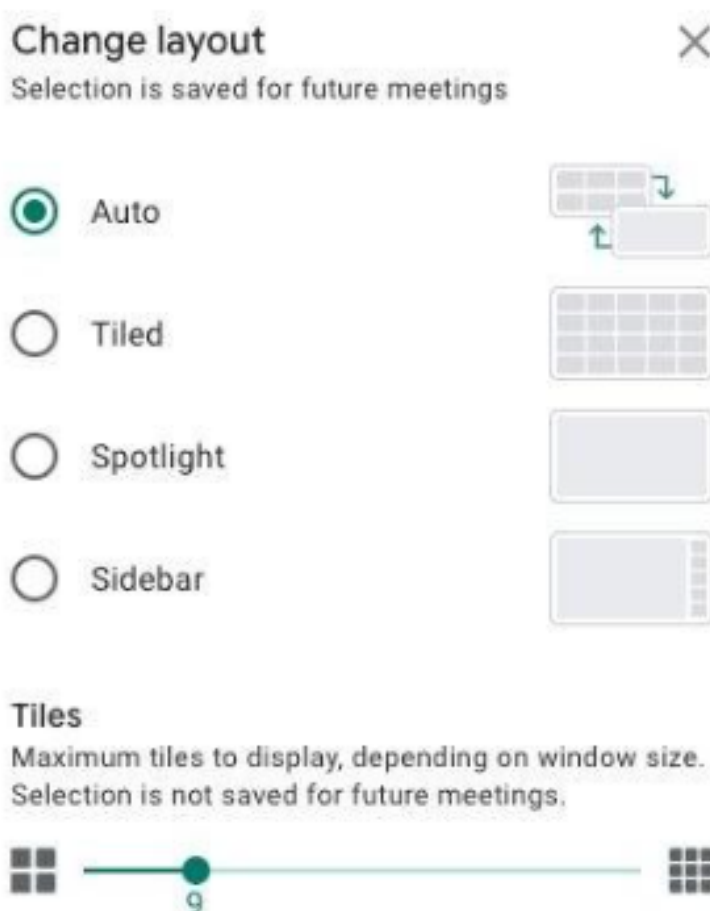
View meeting details

- The Meeting details panel provides information like Meeting link, Pin code, Dial-in number.
- You can also copy the meeting invitation here and share with your guests
 - Click the lower left-hand panel with the up carrot ‘^’.
 - Your meeting nickname should appear here.



Change your layout



1. Google Meet automatically switches the layout in a video call to display the most active content and participants. You can change the number of participants you see on your screen. The number of tiles may change
2. depending on the size of your browser window.
3. At the bottom right, click More Change layout .
4. Auto: The view that Meet chooses for you. By default, you'll see 9 tiles on your screen.
5. Tiled: The view that can show up to 49 people at the same time. By default, you'll see 16 tiles on your screen.
6. At the bottom of the window, move the slider to the number of tiles you want to see on your screen.
7. Spotlight: The active speaker or shared screen fills the entire window.
8. Sidebar: The main image is of the active speaker or shared screen. You'll see thumbnails of additional participants on the side.






View yourself in a video meeting

You can choose whether or not you would like to see yourself appear alongside other participants in a meeting. You will not see yourself among participants if you select the Spotlight layout or have pinned another participant.

Turn on self-view in a video call:


- On the top right corner of your screen, hover over yourself preview click Show in a tile . On the People panel, click Show in a tile .

Turn off self-view in a video call:

- On the top right corner of your screen, hover over yourself preview click Remove tile .
- On the People panel, click Remove tile . Hover over your tile in the video grid click Remove tile .

Mute participants' microphone

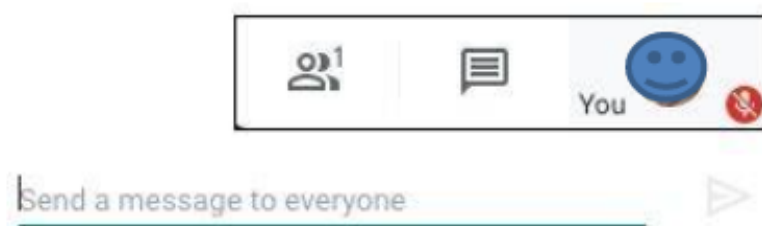
If there is feedback or background noise in a video call, you may want to mute other participant's microphones. For video calls organized through a personal account, only the video call moderator can mute other participants.

- 1.To mute other people, on the People tab, select the person and tap Mute .
- 2.**Important:** If you don't see the People tab, long press/tap a participant's thumbnail, tap .
- 3.**Tip:** For privacy reasons, you cannot unmute another person. Ask the participant to unmute their audio. To mute or unmute yourself, tap Mute .

Send a chat message during a video call

- 1.Click Chat (upper right corner).
- 2.Enter a text message and click the Send icon

Note: If you want guests to be able to edit files, make sure you have shared Google file s with them.



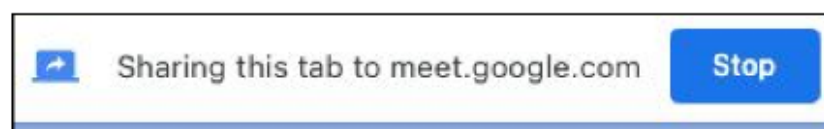
Present screen during a meeting

1. In the bottom-right corner, select Present now.
2. Select Your entire screen, A window, or Chrome tab. If you present a Chrome tab, it shares that tab's audio by default.
3. Tip: If you are sharing audio/video mute your own
4. window to prevent a feedback loop.
5. Sharing is indicated by a blue square on a tab or blue border around a window.
6. To present a different tab, select the tab you want to present, click Share this tab instead. Select Share.
7. Important: If your camera is turned on, your video is active while you're presenting.



Stop presenting

- In the Meet window, click Stop Presenting. In the bottom-right corner, you can also click You are presenting --> Stop presenting.

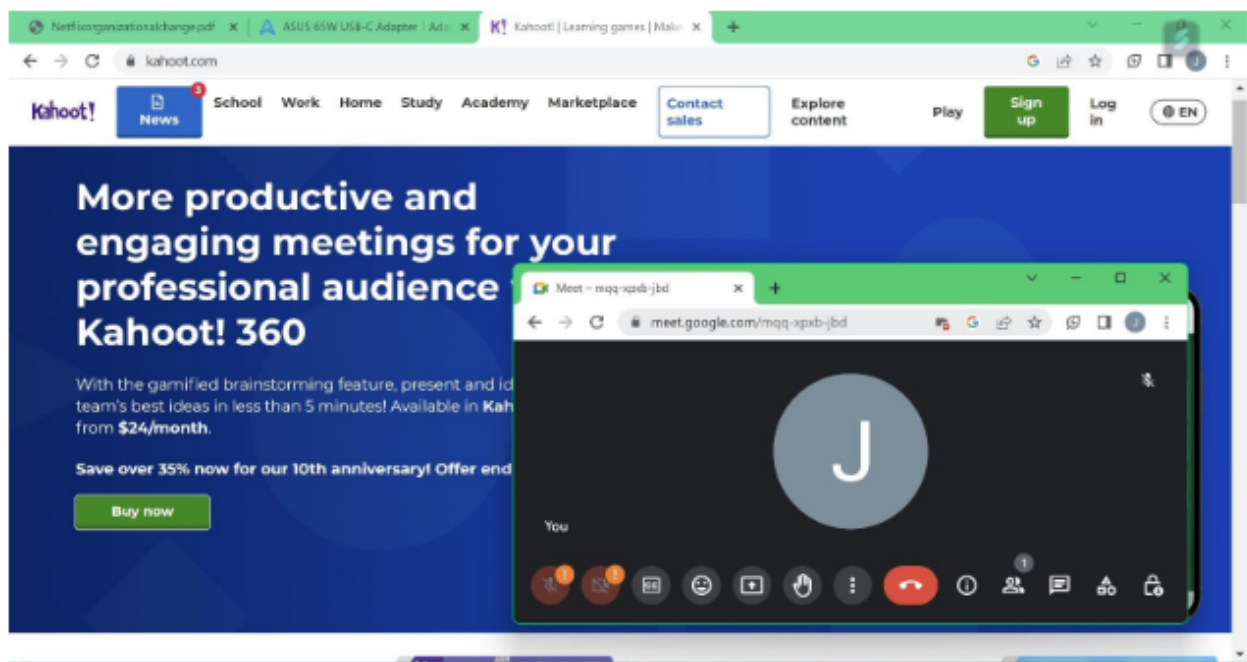


View participants while simultaneously presenting screen

1. There are two easy options for viewing your participants at the same time you are sharing content on your screen. These options allow you to monitor student engagement, assess their understanding or to take questions..





❖ Your option:

1. Open a new browser window with the content you'd like to share.
2. Select Present on the lower right menu bar and choose A window.
3. Arrange the windows on your desktop so that you can see both your participants and content.





Change your background

Before a video call

- On the bottom right of your self-view, click Change Background 
- To slightly blur your background, click Slightly blur your background. 
- To completely blur your background, click the second button. 
- To select a pre-uploaded background, click a background.
- To upload your own image for your background, click Add. 
- Click 'Join Now'.

During a video call

1. On the bottom right, click More 
2. Click Change background 



- See instructions above.


Tip: Your camera is automatically turned on when you click Change background. Changing your background may slow down your device. You may want to turn this feature off to allow other apps to run faster on your computer or if your connection is slow.

Use breakout rooms in Google Meet

Important: Breakout rooms are available to users with a G Suite Enterprise for Education license and permissions to create meetings. Click [here](#) for more information.


For video call moderators

- ❖ On your computer, start a video call.
- ❖ In the top right, click Activities  --> Breakout rooms.
- ❖ In the Breakout rooms panel, choose the number of breakout rooms. You can create up to 100 breakout rooms in a call.
- ❖ Call participants will then be randomly and equally distributed across the rooms.
 - To manually move people into different rooms, you can either:
 - Enter the participant's name.
 - Click the participant's name. Hold down the mouse, drag the name, and then drop it into another breakout room.
 - To randomly mix up the groups again, click Shuffle .
- ❖ In the bottom right, click Create.

Tip: To redo the breakout rooms and put all participants back in the Main room, click Clear .

Edit, join, or leave breakout rooms

- Once you've created breakout rooms, you can make changes to the rooms or join each breakout room to monitor and participate in discussions.
- Tip: Moderators won't see chat messages that were exchanged between participants before they join or after they leave a breakout room.

To make changes to the participant groups or number of breakout rooms, click Edit breakout rooms . Once you've made your changes, click Save.

- To join an individual breakout room, next to the breakout room number, click Join. To leave all breakout rooms and return to the Main room, next to the current breakout room, click Leave.

End breakout rooms

- In the Breakout rooms panel, at the top right, click End breakout rooms .
- Click End breakout rooms.

For video call participants

Your moderator will create breakout rooms and invite you to join one. Your moderator can join each breakout room at any time during the video call.

- ❖ On a computer or mobile device, sign in to your Google Account.
- ❖ Join a video call from your computer or the Meet mobile app.

Important: If you dial in to the call from your phone, you won't be able to join breakout rooms.

- ❖ When your moderator invites you to join a breakout room, you'll see a prompt on your screen. Click Join.

Tip: If you click "Cancel," you'll remain in the Main room. At the top, next to "Invited to Breakout #," click Join.

Use a whiteboard in Google Meet

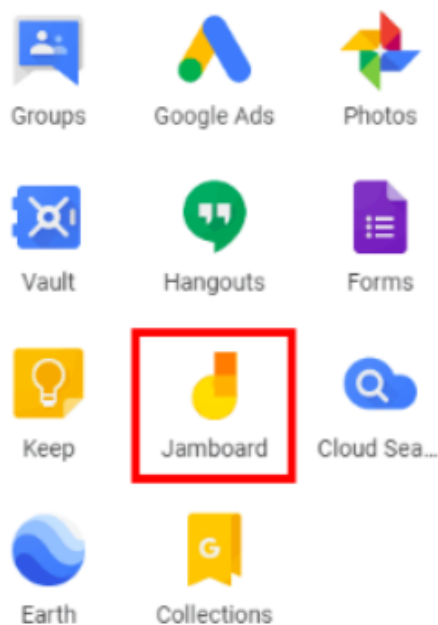
Start or open a Google Jamboard while in a video call. A Jamboard is a virtual dry erase board where you can brainstorm ideas live with others.

Important: You can only start or open a Jamboard during a Meet call if you joined the call on a computer. Video call participants on a mobile device or tablet will get a link to a Jamboard file and be directed to the Jamboard app.

Start or open a Jamboard in a video call

- ❖ In the video call at the bottom right, click More options --> Whiteboard.
- ❖ To create a new Jamboard, click Start a new whiteboard. To open an existing Jamboard from your drive, shared drives, or computer, click Choose from Drive.

Tip: The Jamboard file will open in a new tab and a link is shared automatically via the in-call chat. Click [here](#) for more information on using Jamboards.



MENTIMETER (MENTI) - INTRODUCTION



Mentimeter (Menti) is interactive presentation software, also available in the form of an app. It is an amazing tool that can be used to create simple presentations, polling, word clouds, or quizzes online which can be completed by participants at different locations at the same time. Mentimeter gathers everyone's answers and shows them in the results with real-time feedback. It can be used to prepare and build interactive presentations with an easy-to-use online editor as it helps engage students better in educational settings, especially useful in remote learning.

You can access it here: www.mentimeter.com

There purposes of Menti are to prepare, engage and follow-up, here are some characteristics:

- Easy to use
- Fun and creative
- Accessible on smartphone
- Provides real-time visual responses
- Possible to share and export results of responses
- You can also analyse, compare data, measure progress

Here are some of the things you can do with Mentimeter:

- Create dynamic word clouds to visualize ideas
- Do live and instant polling and voting in class
- Create entertaining, fun or icebreaker quizzes
- Set up informative Q&As for the students

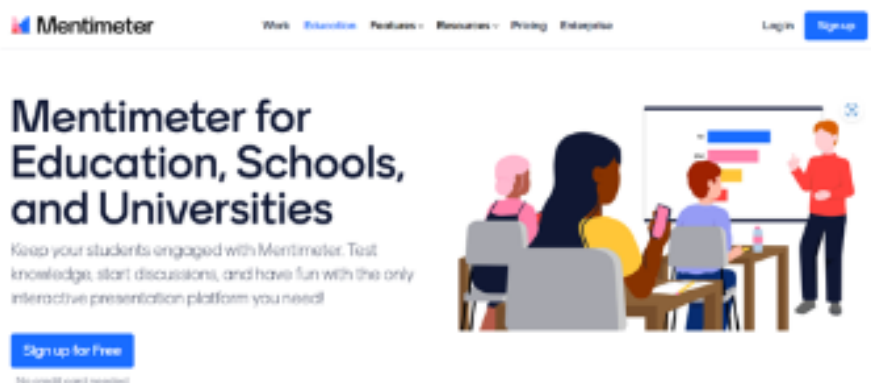
It is possible to integrate Mentimeter within PowerPoint, Zoom or other software, teachers can add Mentimeter questions or tasks as part of exercises or homework required by a school or student. As the students interact they can also be seen and heard live using video chat, making this tool ideal for offering guidance as you go, just as you might in the physical classroom. Both teachers and students can create polls. The software is available for free for access to the basic version or paid for more premium features.

HOW TO USE MENTIMETER

SET UP BASICS

STEP 1

Sign up to access the Mentimeter tool – in top right-hand corner of the window or in the ‘education’ section www.mentimeter.com/education If you already have an account login with your details.




STEP 2 (new user)

A -Mentimeter gives new users the option to select what they will mostly be using the tool for, to customise the userface - you can select your preference to direct access to relevant content (optional)


Step 1/2

What will you use Mentimeter for?


Your selection will be used to show relevant templates for you.



Business



Education



Other / Not sure

☒ Educator
(Higher education)

☐ Teacher
(K12)

☐ Student
(Any level)

[Continue](#)

Opcje:

„Business” – Dla biznesu

„Education” – Instytucja edukacyjna

„Other / Not sure” – Inne /Nie wiem

„Educator” – Edukator

„Teacher” – Nauczyciel

„Student” - Student

Następnie kliknij „Continue” aby kontynuować rejestrację.

B - By selecting what you wish to create it will narrow down the templates available suitable for your use.

Step 2/2

What do you want to create with Mentimeter today?

Your selection will be used to show relevant templates for you.

<input type="radio"/> Teaching
<input checked="" type="radio"/> Assessment
<input type="radio"/> Discussion
<input type="radio"/> Survey
<input type="radio"/> Staff interaction

Not sure yet [Continue](#)

Opcje:

„Teaching” – Nauczanie innych

„Assessment” – Egzaminacja

„Discussion” – Dyskusja

„Survey” – Ankiety / Badania

„Staff interaction” – Interakcja personelu

Jeśli nie jesteś pewny, kliknij „Not sure yet” lub kliknij „Continue” aby kontynuować rejestrację.

STEP 3

Select which plan you wish to use.

For the purpose of this educational demonstration, we will be using the free/basic version

Mentimeter
Choose a plan

Free	Basic	Pro	Enterprise
For anyone trying out Mentimeter.	All the essentials for interactive presentations.	Full access to all features for individuals or teams.	For using Mentimeter in your team or organization.
€0 <small>No credit card needed.</small>	€11 ⁹⁹ /month <small>Billed yearly Price per presenter, excl. tax.</small>	€24 ⁹⁹ /month <small>Billed yearly Price per presenter, excl. tax.</small>	Custom
Continue with free	Buy Basic	Buy Pro	Learn more
Includes <ul style="list-style-type: none">✓ Unlimited audience✓ Unlimited presentations✓ Up to 2 question slides✓ Up to 5 quiz slides	All Free features, plus <ul style="list-style-type: none">✓ Unlimited questions✓ Import presentations✓ Export results to Excel	All Basic features, plus <ul style="list-style-type: none">✓ Create a team✓ Collaborate with others✓ Add your own branding	All Pro features, plus <ul style="list-style-type: none">✓ Company-wide branding✓ Single Sign-On✓ SSO✓ Success manager

START CREATING

STEP 4

Start creating. You can select an existing template, suggested for your purpose, or create your own.

Mentimeter Upgrade

My presentations

Templates

Tutorials

Tools

Recommended for you

BUSINESS ▾

EDUCATION ▸

Teaching

Assessment

Discussion

Survey

Staff interaction

OTHER

Let's start creating

We hope that these ready-to-use presentations will suit you

My new workshop knowledge on (topic)

Pre-Lecture Check-In

How much do you remember from yesterday's lesson?

Lesson Follow-Up

Let's check to see how the theme is going

Weekly Staff Pulse Check

+

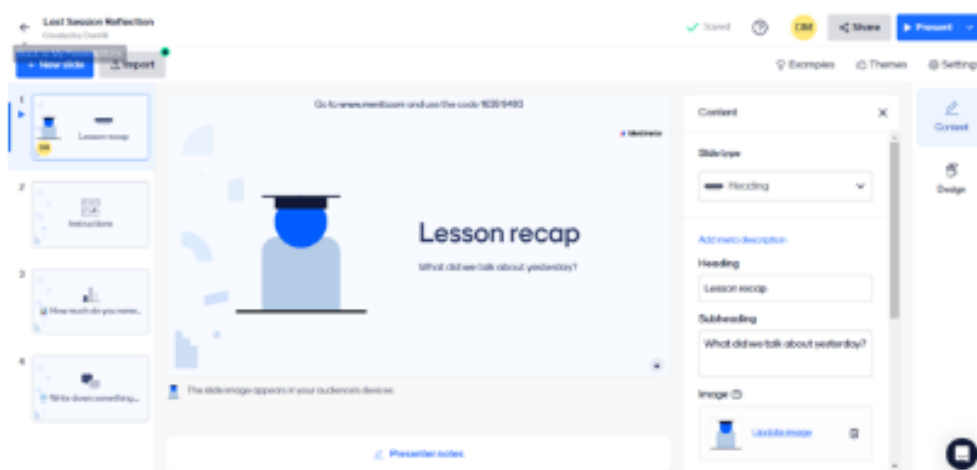
Start from scratch

HOW TO DO CLASS CONTENT REVISION IN MENTIMETER

You can do a quick, fun and interactive lesson recap, revise previously learnt content or help students prepare for a test, by using one of the sample templates, for example "lesson follow-up" - as per Step 4.

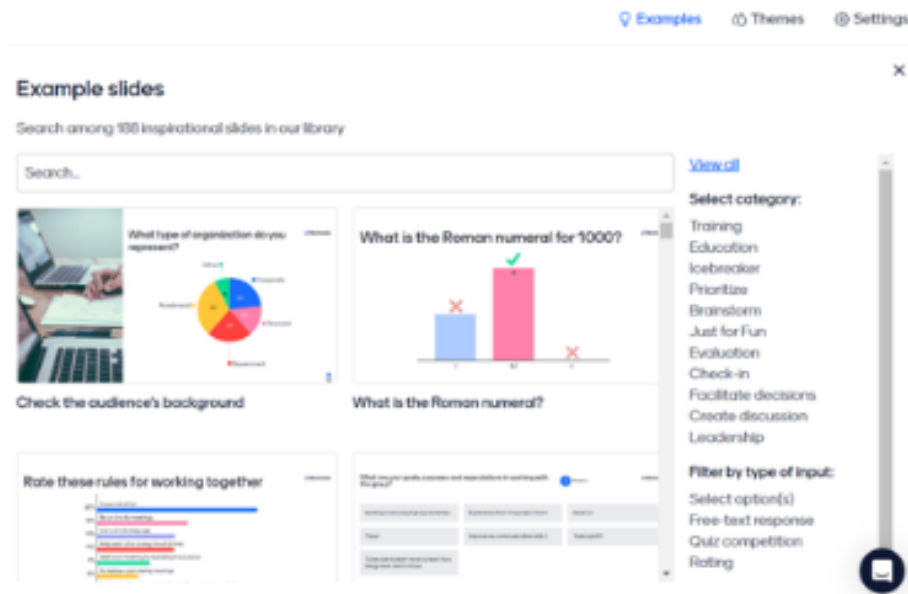
STEP 1

Select the template "Lesson follow-up" and the following window should pop up. All sections are editable, meaning you can change the content title (heading, subheading), the questions, the conditions of answering the questions, the slide type, you can also add images to each section if you wish. We will break down some of these options in the following steps.



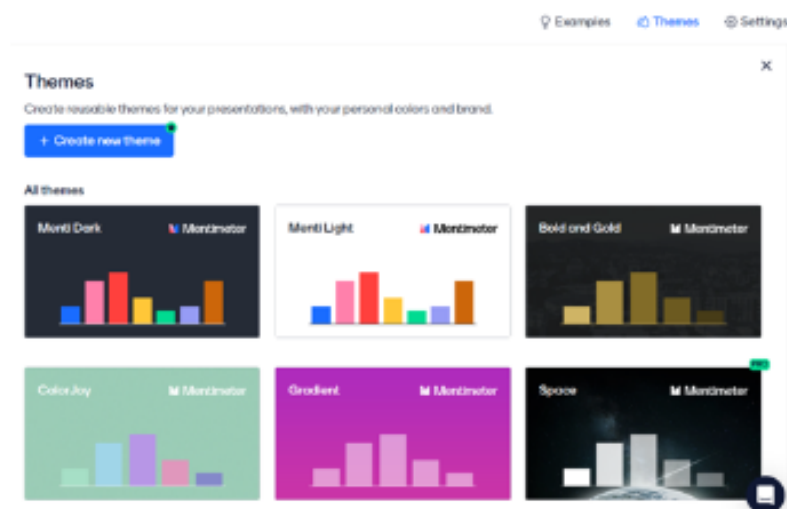
STEP 2 – examples

There are many examples/sample slides and templates available in Mentimeter library, we suggest you browse through these as they'll give you more ideas on how to display or present the topic you wish to teach or test in class. You can choose by category or filter by type of input to narrow down the options.



STEP 3 – themes

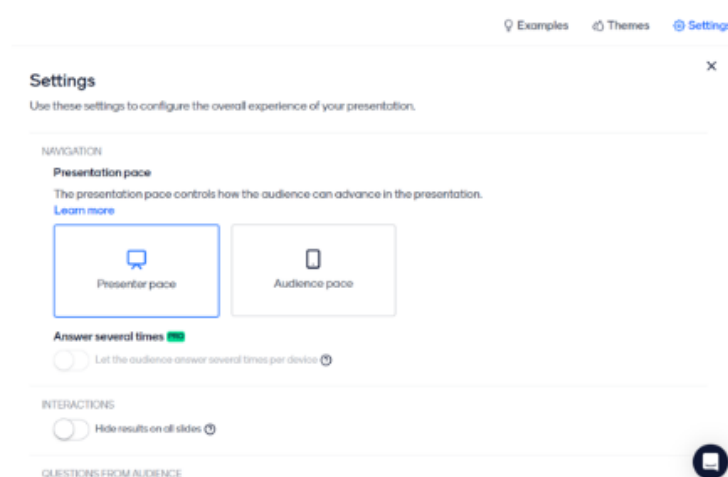
In this section you can edit the background or the theme of your slides/presentation, based on needs.



STEP 4 – settings

There are a few very few features in the “settings” option. Please ensure you select the required setting. For example, when the participants/students are answering questions/poll/quiz or doing a task assigned in Mentimeter, you can choose if they can only enter and begin the task when you start it – this way you control when & how fast they do it, which is in particular helpful for real-time interaction, they can only go at the pace you set. When everyone is ready to move on to the next question, you allow them access to it, i.e. the question only then pops up on their screen. “Presenter pace” requires your participation, as you lead them through the task. Alternatively, for tasks the students can do in their own time, where you don’t need to control the pace or show each question one at a time, you can select the option of “audience pace”, which means they can do it alone, in their own time, at their own pace or at home. You can also give them the option to attempt the quiz/task/questions only once or multiple times, as well as show them the results, answers and overall group scores (other students’ scores) or not.

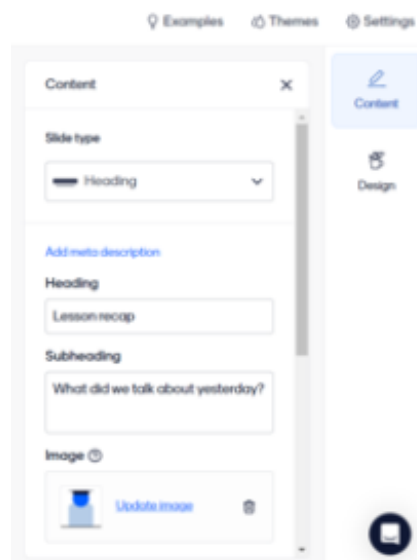
There is an additional feature available that can show group scores/results after each answer/vote, you can also save the results, otherwise the only results that can be shown will be to the last question asked. We recommend you use Mentimeter as the admin/teacher, as well as the participant/student first, before you assign tasks to familiarise yourself with & test the settings available before live interaction.



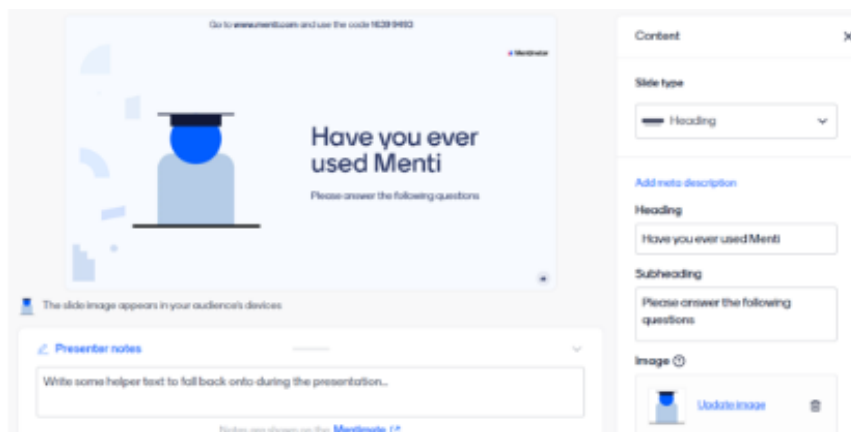
STEP 5 – edit the content

On the right-hand side select the “content” option. This opens up more features, from where you can choose the “slide type” you wish to use (heading, word cloud, multiple choice or open-ended question etc). Here is where you insert the questions (e.g. heading or multiple choice examples give).

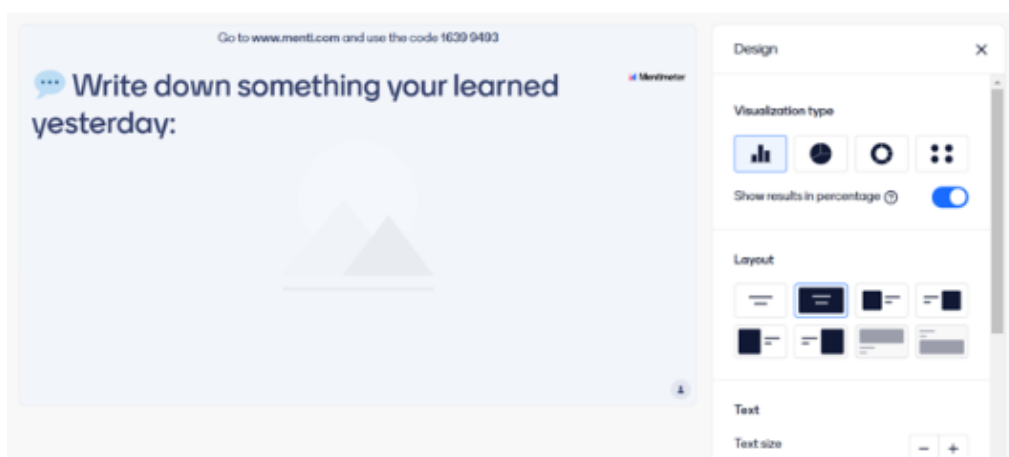
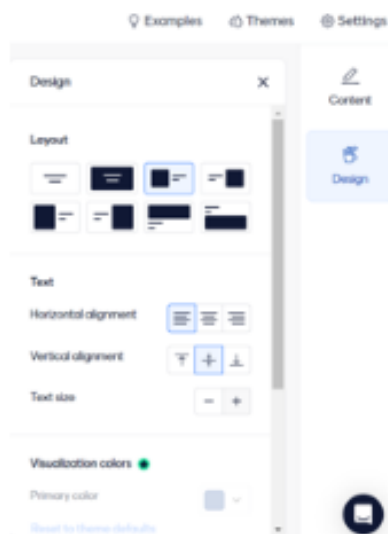
As you type in the questions Mentimeter brings them up on the slide/screen so it's easy to see how it would appear to the user/student when doing the task later. Mentimeter also automatically saves content you type. You can edit the content as necessary question by question, slide by slide by clicking on them (left side).



You can also upload a relevant image to each slide from your computer, image library or use a gif.



STEP 6 - edit the design



Depending on the question or slide type selected, different design editing options will appear. In this section you can change the layout, the text position, size or colour. You can also add graphs etc.

STEP 7 – share presentation

Click the share button or icon to get a copy of the shareable link once the presentation has been created. Mentimeter has the option of sharing a link with a password/code to enter the task/poll or presentation/quiz, alternatively it provides you with a downloadable QR code the users can scan with their phones to gain access. This is what it looks like once you've created your revision task, a poll or a quiz, which you then can share with your audience - either via a link or a QR code - where they can go directly to answer the questions or do a specific task (as the pace you set – presenter or audience pace):



It's a very practical tool, easy to use and fun, with immediate answers provided - which we can share live with everyone. Here is a sample mini Menti quiz (this is what the user receives & what it looks like once they enter)- follow the link or the QR code below to participate: <https://www.menti.com/aly3y7a8zo1g>



As the admin you have the option to be the only one that sees the results they submit or make them public. You can follow the same steps and format to create other types of activities within this tool. Thank you for your participation and we hope you've enjoyed this short training and intro to Menti!

KAHOOT - INTRODUCTION



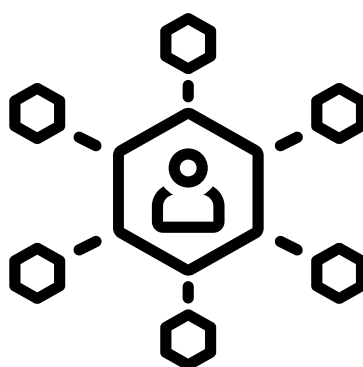
KAHOOT – INTRODUCTION

Kahoot is a game-based learning platform used as educational technology. The learning games are also called “kahoots”. There are many user-generated multiple-choice quizzes that can be accessed via a web browser or the Kahoot! app, as well as trivia quizzes. It is essentially a learning games software. You can play engaging quiz-based games (kahoots) at school, at home and at work, create your own “kahoots” (games) and learn something new! Kahoot! makes learning fun, it’s a creative tool that can be used by students, teachers, trivia fans and lifelong learners. It is free for teachers and their students. There are optional upgrades available that unlock advanced features. You can use it as aid in teaching any subject, in any language, on any device and for all ages. Kahoots are relatively easy to create, share and play.

Based on: <https://kahoot.com/schools/ways-to-play/>

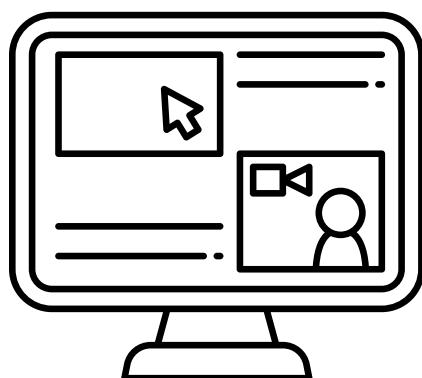
Features:

- Free templates to create a quiz about yourself for the first day of class
- Join kahoots in class or virtually - and use the app to submit answers
- Assign or complete activities as a given (assigned) time or at own pace
- Create kahoots for e-learning, presentations, events and other occasions
- Challenge your students/ friends/colleagues with kahoots you found/ created
- You can create or find a Kahoot on any topic, fit for any age
- Kahoots can be shared on a screen or by video conferencing apps
- Combine different question types to increase engagement
- Host kahoots live in class or virtually for distance learning
- Teach new content or review/test previously taught content
- Assess learning outcomes/progress with reports for study purposes
- Use or create polls, puzzles, word cloud questions, quizzes
- Interaction with visuals, audio features and the element of competition
- Integrates with other apps, you can create additional animations
- Add videos, gifs, let it read questions and answers out aloud
- Play against their own “ghosts” to try to better their scores
- Collaborative Jigsaw Method in your classroom
- Assign players names to allow for anonymity while they play



Blind Kahoot

Through carefully structured questions based on a lesson plan format, use this feature to gradually help students understand entirely new material. It creates more engagement and a better grasp of the topic. Design it as you'd design a lesson plan, structure it with the aim and the learning outcomes in mind, then use the format and platform to teach new concepts in a more interactive way through repetition, scaffolding, visuals, sequence of diagrams, screenshots, embedded drawings. Even if the students get a question wrong, they learn from it, you can add elements for visual, auditory and kinesthetic learners. Between questions you can give a commentary/an explanation, or later give an opt out option or . Gage their true level of understanding, engagement and focus. Use this option to build a narrative, tell a story, provide challenges, let them experience success, as following the gaming process. Relate questions to one another, build each question on the last, make it into progressive learning, where students need to put sequence of diagrams in order, later animate content using soft motion.



HOW TO USE KAHOOT!

SET UP BASICS

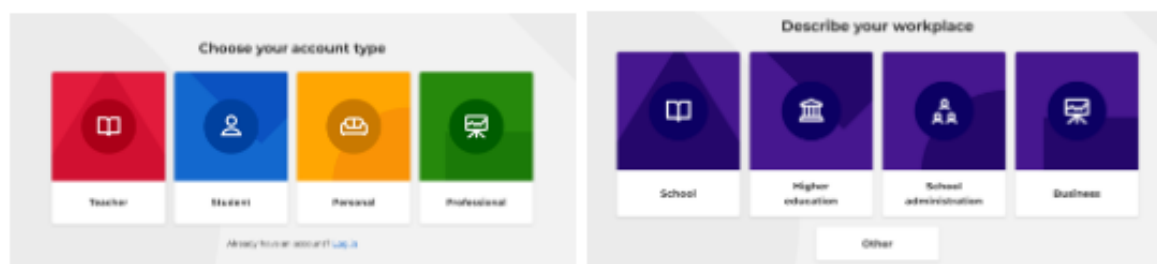
STEP 1

Sign up to access the Kahoot! tool – in the top right-hand corner of the window. If you already have an account login with your details. Access it here [Make your students the hosts of their own learning experiences \(kahoot.com\)](https://kahoot.com).

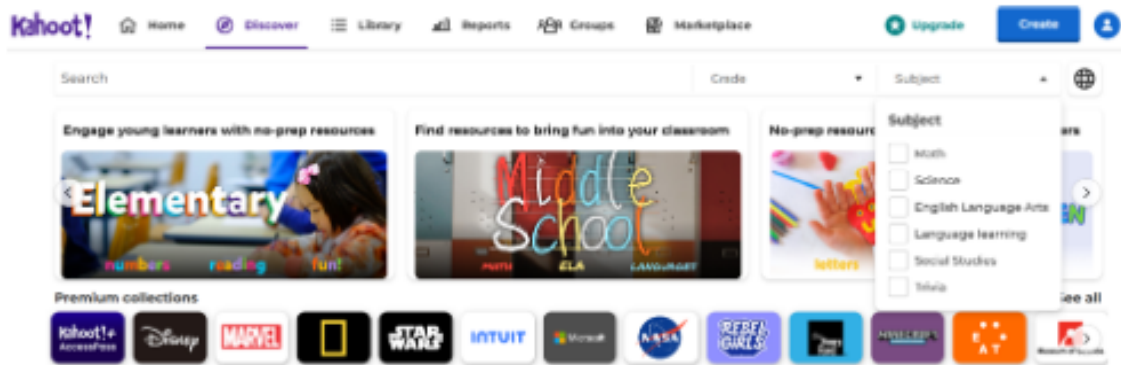


STEP 2 (new user)

Kahoot! Set up as a new user to customise the userface/dashboard/portal - you can select your preference to direct access to relevant content. Choose your account type and workplace.



Then, select which plan you wish to use. For the purpose of this educational demonstration, we will be using the free/basic version. The app is available for free to teachers and students, though the paid versions give access to further resources. Once you log in, you'll be able to see the dashboard/portal on your home page Home - Kahoot! In “discover” option you can find many existing resources.

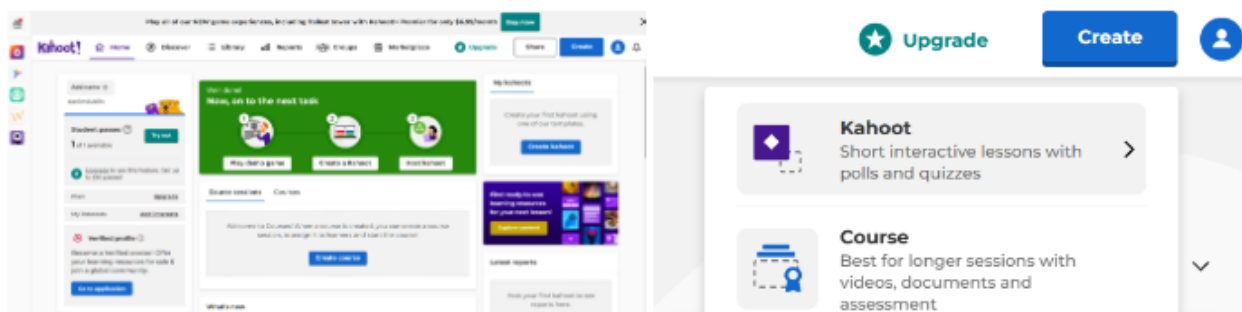


START CREATING

To start creating, you can select an existing template, suggested for your purpose, or create your own.

STEP 3

Go to <https://create.kahoot.it/> , click on “create” in the top right-hand corner. This brings up various options to use an existing template or build your own kahoot from scratch. Click “kahoot” to see options available.



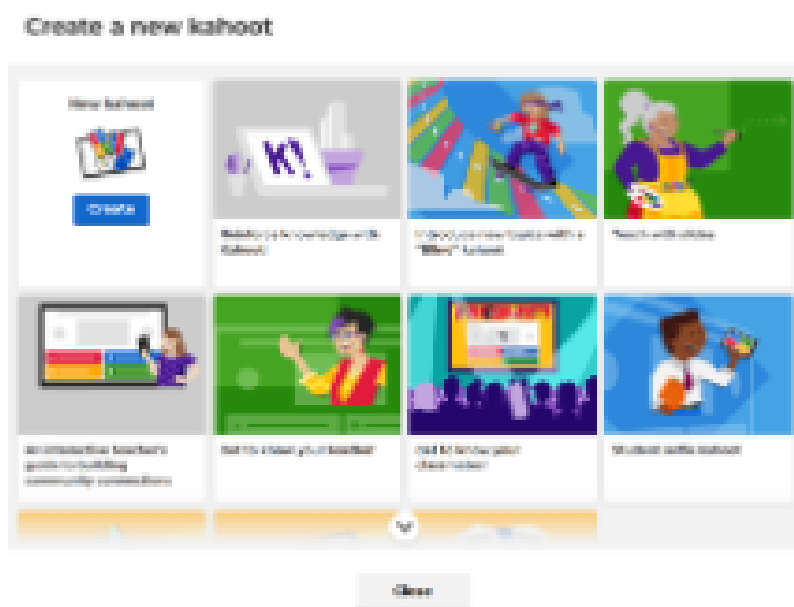
HOW TO DO CLASS CONTENT REVISION IN KAHOOT!

As you can see per the screenshots attached below, there are existing pre-created kahoot templates suitable for all types of learning interactions, revision of material, competitions, ice-breakers etc. We will go over some features in both in more details below. Creating your own allows for more creativity.

Choose one of the existing templates to create your customized kahoot. You can do a quick, fun and interactive lesson recap, revise previously learnt content or help students prepare for a test, by using one of the sample templates. Follow the next steps for more details on how to proceed.

STEP 1

Click on “Reinforce knowledge with Kahoot!”

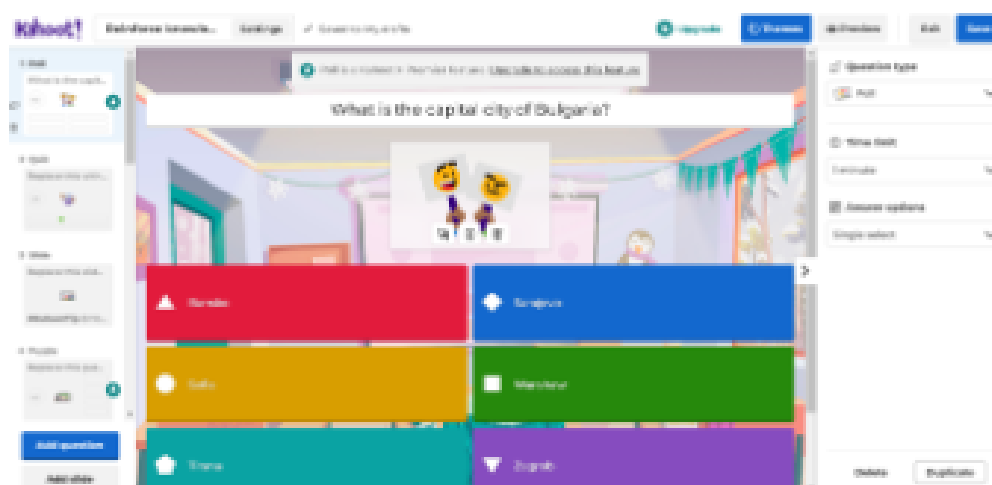


This option opens up an editable template, you can then edit section by section. On the left hand side you can see the type of task/activity format/layout (poll, quiz, slide, puzzle). The middle section is where you ask/edit questions (white box) and insert sample answers (red, blue, orange, green boxes...). On the right hand side you can select or edit the question type, as well as the time limit and answer options.



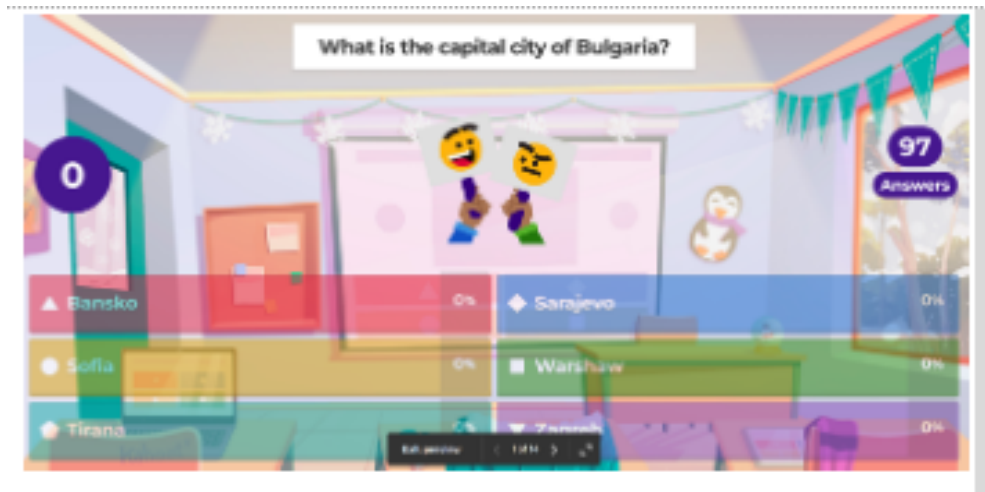
STEP 2

Click on the white box/bar in the middle and type in your question. For the purpose of this demonstration, follow our example “What is the capital of Bulgaria?” The click into each available colour box and insert a sample answer. Into the red box type “Bansko”, blue box “Sarajevo”, orange box “Sofia” and so on.



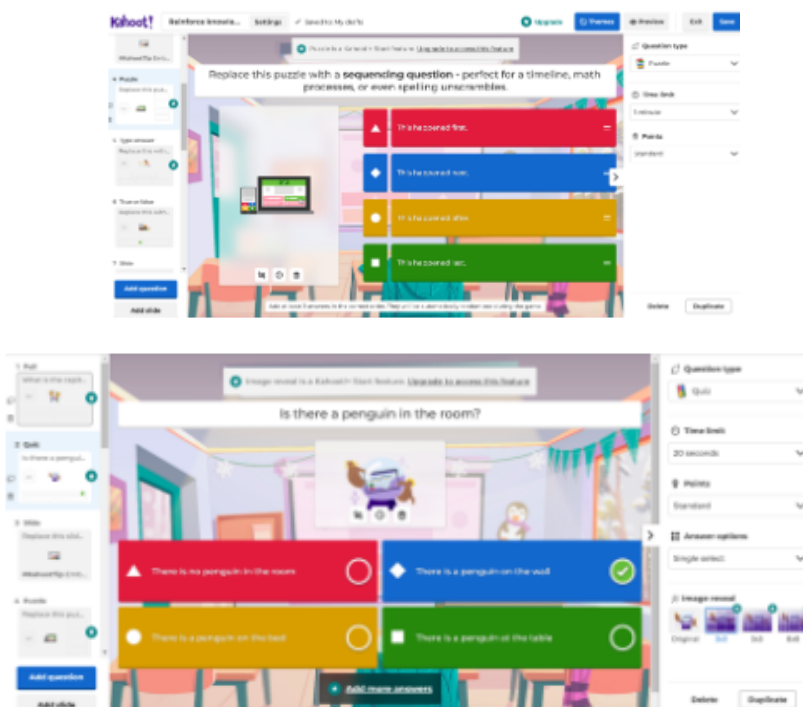
STEP 3

Ensure you select the box with the correct answer by clicking the green tick that appears next to the answer, and unticking it in any other box – this way the students' answers will be graded accurately. Next, click “preview” to see how it would appear for the students on their screen. This also helps you spot any spelling errors before you publish or share.



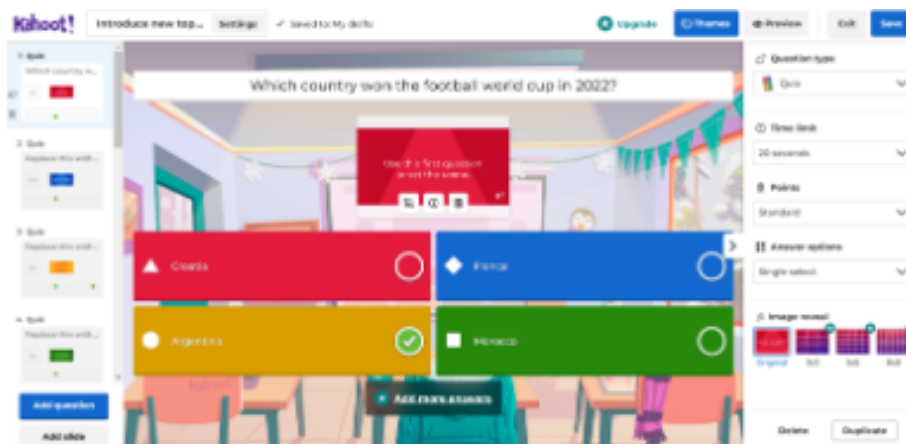
STEP 4 – editing options

Here you can see what a puzzle question type layout looks like, you can edit the text by clicking on the boxes in the middle of the screen. White box is the question, coloured boxes are the answers. You can use this format for all subjects at school.



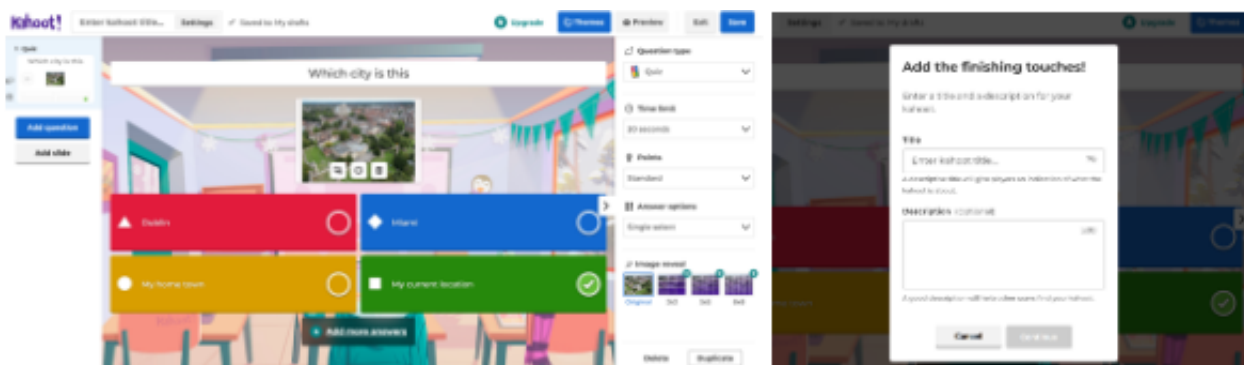
To edit a poll or a voting feature when doing a discovery activity for kids, click on the white box and type “Is there a penguin in the room?” The type possible answers in the coloured boxes, as per examples below. Kahoots are also great for language learning, e.g. students can pick the correct pronoun as their answer, it’s a way of testing grammar or vocabulary understanding too.

To edit a quiz, type into the boxes in the middle, for example “Which country won the football world cup in 2022?” Then insert sample answers in boxes below. Ensure you select the green tick next to the answer, and unticking it in any other box – this instructs the game what the correct answer is.

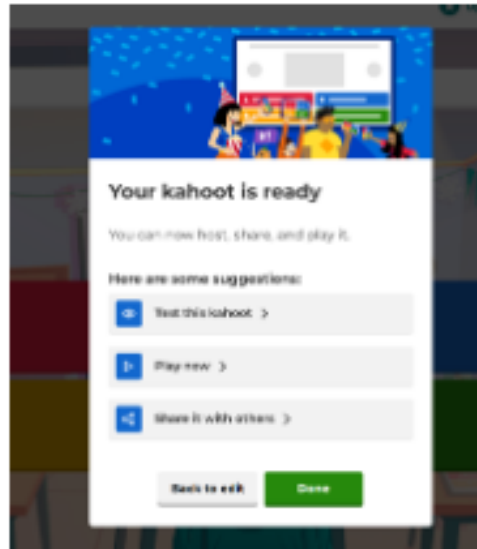


STEP 5 – save & share

Depending on the question type or template you use a few different settings will be available, insert the details you wish and when you finish creating the gamified fun activity, click “save”. Then fill in the title and description details that appear in the next pop-up.

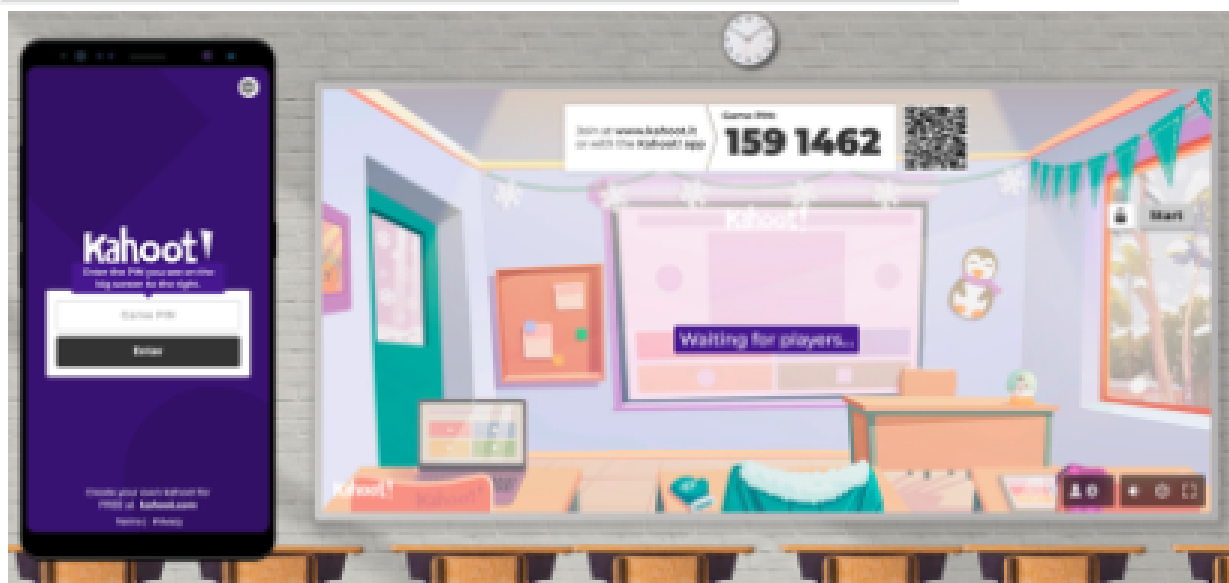


Once you have saved it, you can share it with your students. A window that looks like this will open up. You can test the game you've created, play or share using a link. If you click "done" it saves it in your library – where you can find it later or from where you can access or open it (or share later) anytime.



A:

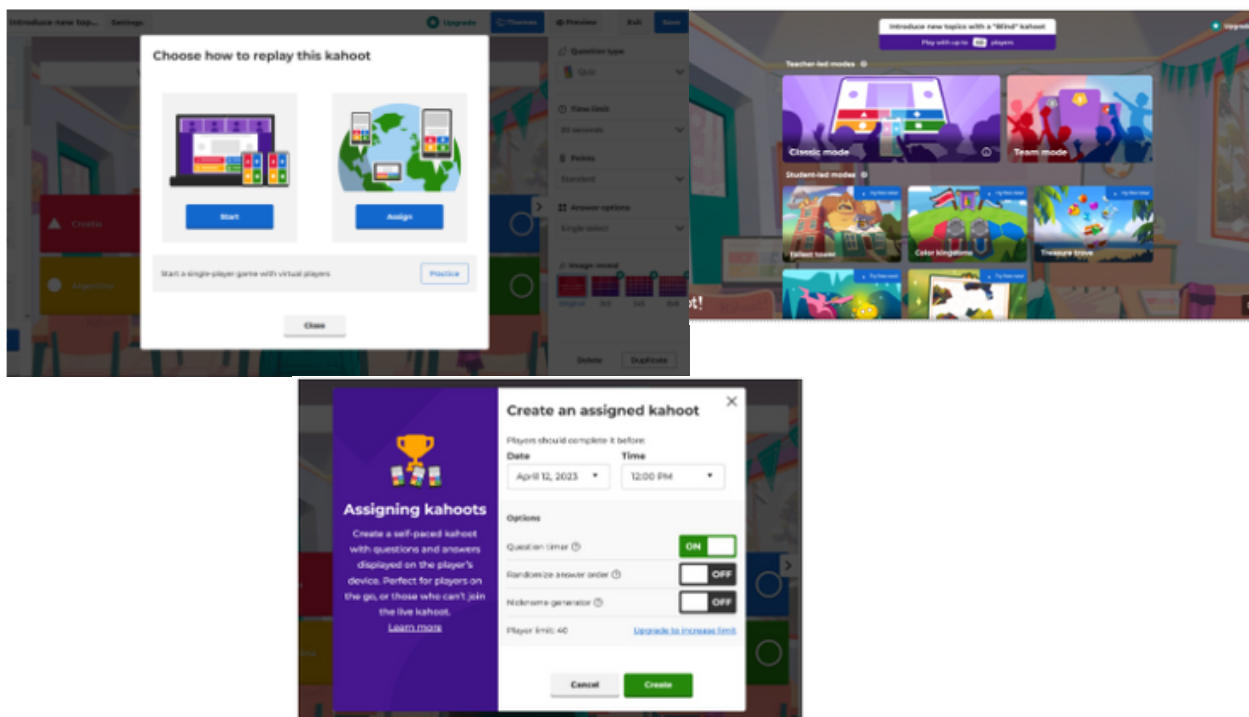
If you click "test" you get the option to try playing the game, Kahoot! Provides you with a pin that you/your student need to enter to access the game, it will look like this:



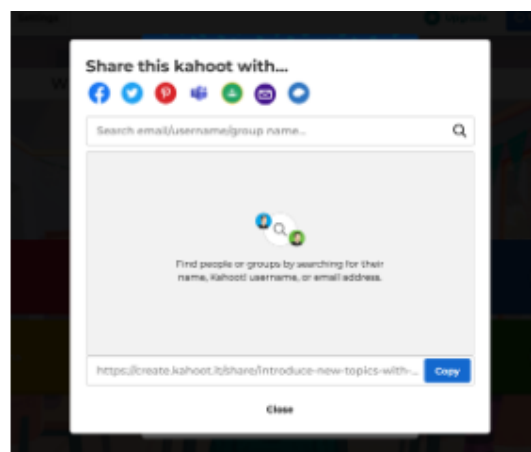
B: If you click “play” you then need to edit the player setting (I.e. details of users/participants/students) - who will play, you can just start straight away or assign it to a specific group as a task.

By clicking “start” you get the option to play in classical or team mode. The users will need the pin to enter – which you can supply them with as it pops up for you.

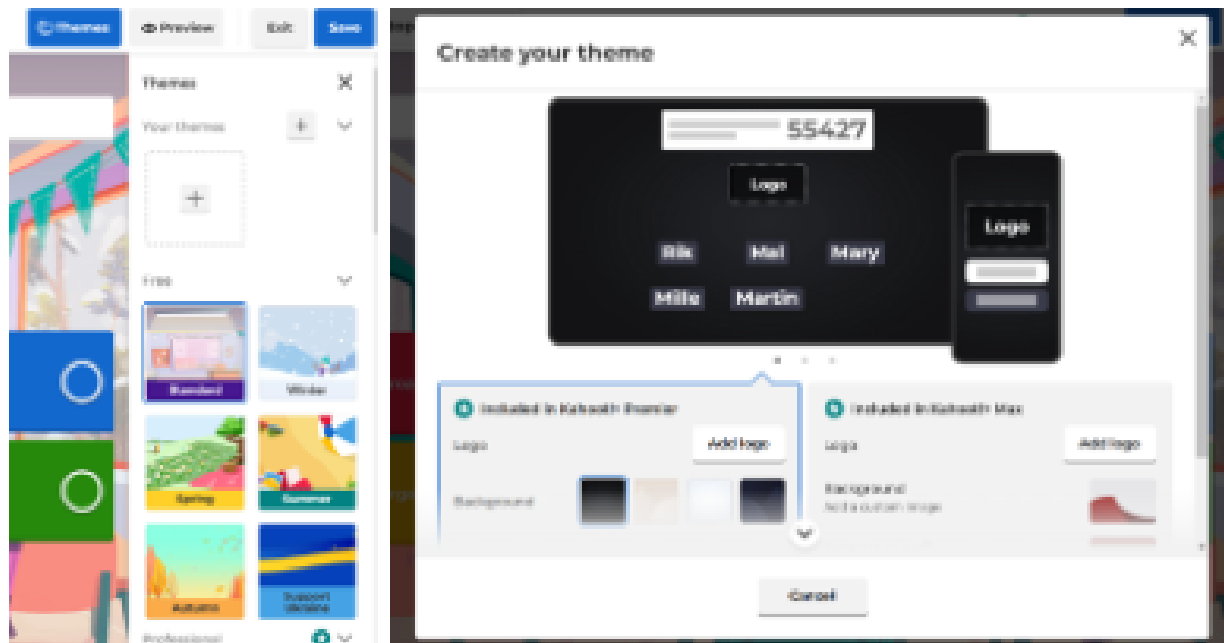
If you click “assign”, you could use this feature to assign the game/task for homework or as a test, you then need to select when (date and time) they can play it, choose if you wish to time them or keep it self-paced, select if they can choose their own name, see answers etc.



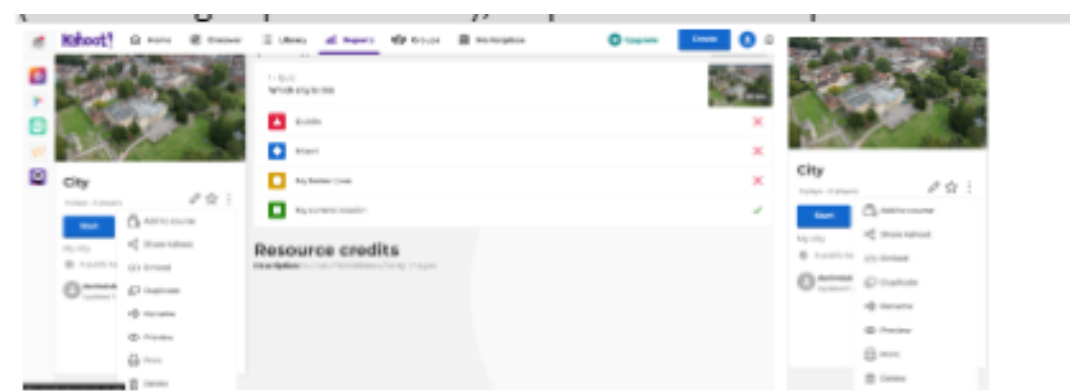
C: Once you click “share” you get a copiable link that you can share with your users/students to access the game, the activity, I.e. the kahoot you created.



Should you wish to further edit the content/kahoots you create, you can get even more creative and edit the background themes, change the colours, fonts and add images, logos etc.

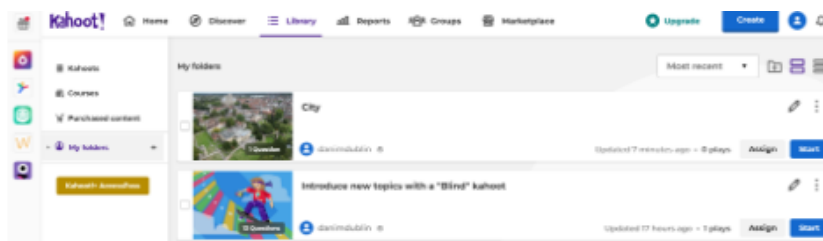


Please ensure you always save your work, even if it is incomplete or unfinished, as you can always access and edit it later. For example, what gets saved in your “library” on the home page can be accessed and you can share, edit, embed other images (or drawings - paid version), duplicate or even print handouts.



OTHER FEATURES

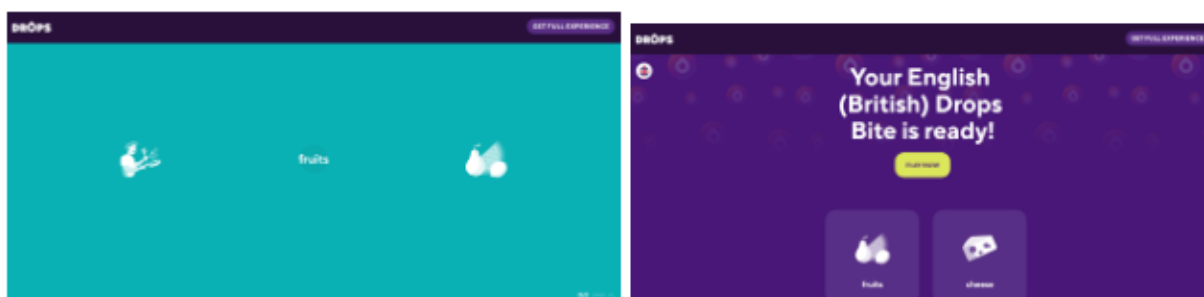
By clicking “Kahoot!” as any point in time you can return to the main menu/portal and see what’s in your library or assign or edit kahoots/games/tasks. Here is a sample library – by clicking the pen icon on the right you can edit each kahoot. In the three dots option, if you click it more features come up, one of them which is quite practical, which is to add this specific kahoot into a course. You can create an entire course of lessons / teaching curriculum, order and change the format, include assessments & do reports.



The features on the far left allow you access to other apps Kahoot integrates with, for different types of games, for example the top red/purple/drop icon brings you into a game called “drops” where you can drop and drag items – this is great for younger learners or language learners, but can also be used for maths, formulae etc. It requires the students to click on an icon and move/drag it into the right position, which makes it even more interactive and from a learning perspective the kinesthetic learners love it.

Sample drop activity below.

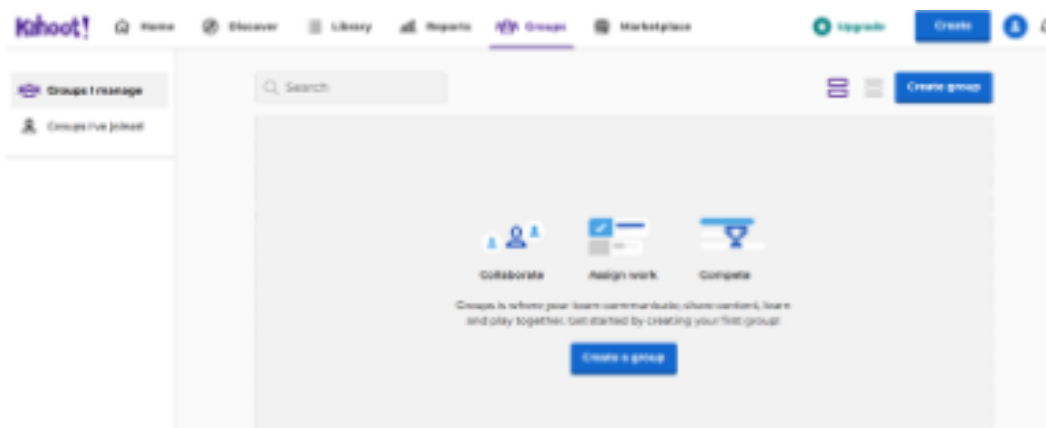
E.g. Here the student would need to click on the image of fruit and drag it over onto the word “fruits”. Drops can be used for an incredible array of creative classroom activities, easy to create, easy to play.



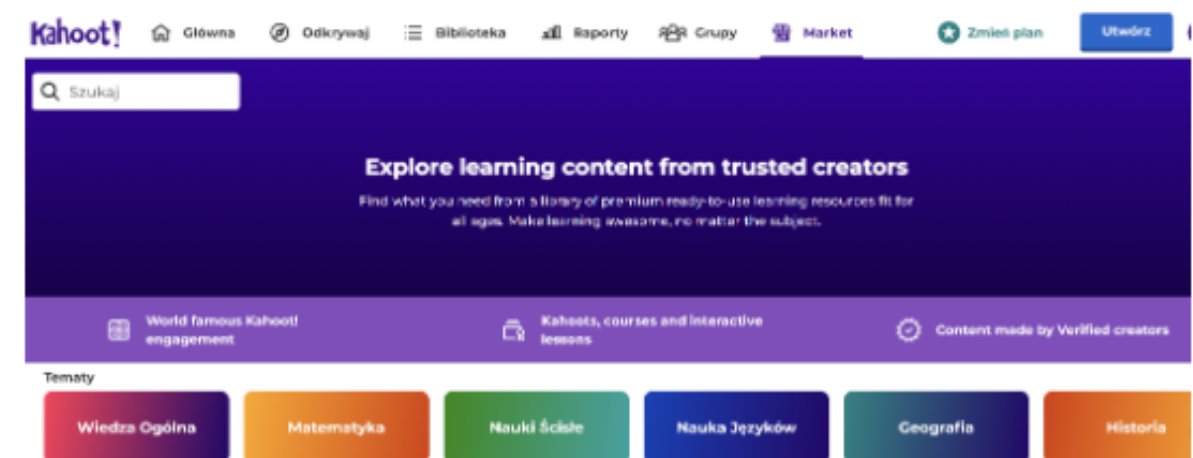
The icon with the letter “W” is a whiteboard that Kahoot! Integrates with, this is great as then each student can have/access their own or a shared virtual whiteboard – further sample uses outlined below. It has further features to help teachers connect with one another, share resources, with each other or with their students. Students can get involved and feel more a part of the process and creation too.



Teachers can share different content/kahoots in categories or with different groups of students, they can organise content per class they teach, by clicking into “groups” to sort which kahoots are for whom. Once you click into “groups”, you get the option to collaborate with another teacher or student (user), assign tasks to compete. You can create various groups for various purposes, manage or join groups.



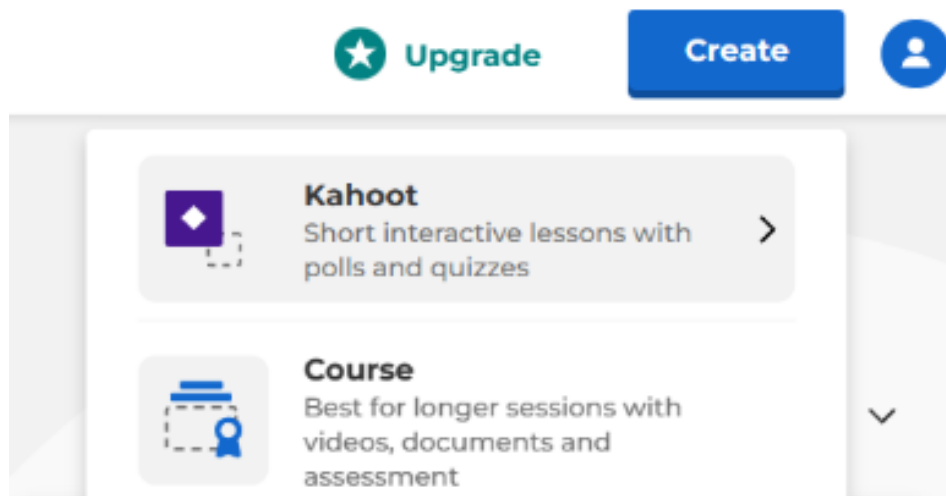
“Marketplace” option then further gives access to other pre-created (paid) kahoots on the market



HOW TO CREATE A COURSE USING KAHOOT!

STEP 1

Click “create” in the top right-hand corner.



STEP 2

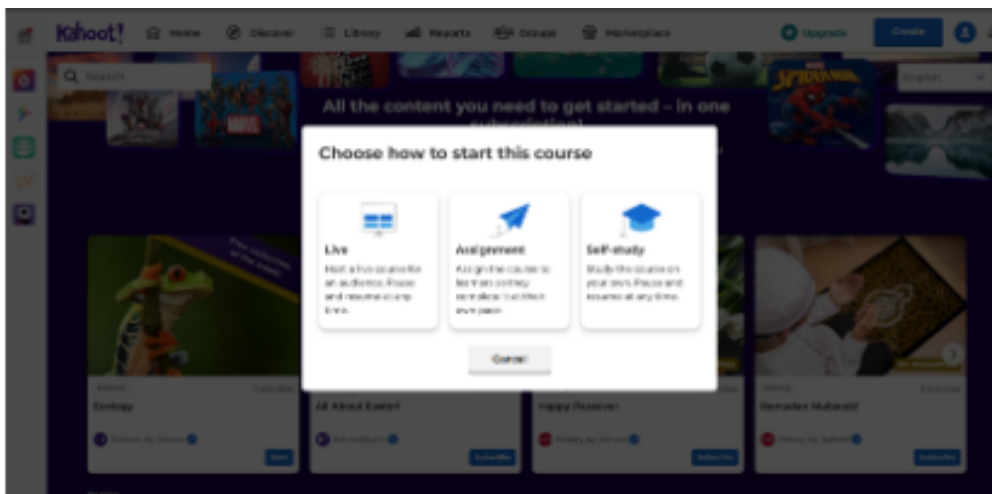
Select “course” option. Here you can choose the type of an activity (kahoot game or video or text document) - we suggest you use a combination of all. In the “creator guide” then you can add the details of your course content, how many activities to include. On the far left select the number of modules.



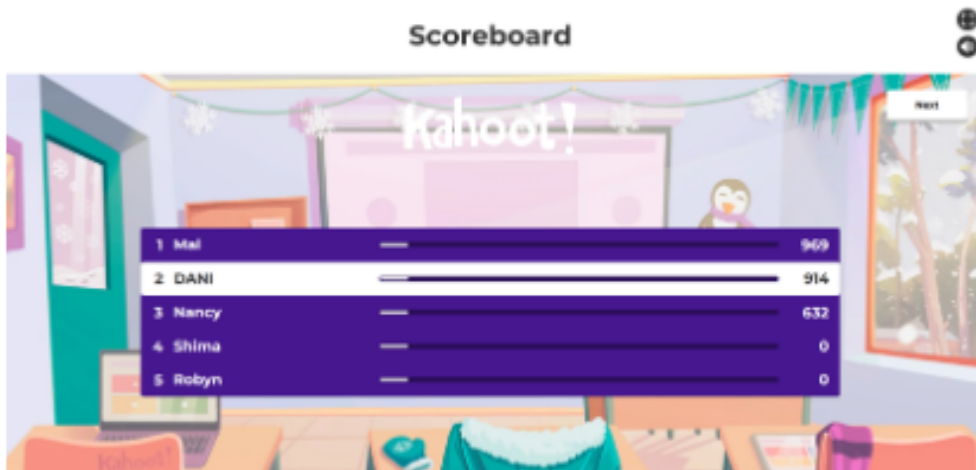
STEP 3

To start the course there are various options – you can teach/deliver/give access to the kahoot/game live or save to assign for later – for the students to do at a specific assigned time or in their own time as part of “self-study”.

If you’re doing the live version of playing the game/kahoot, you then can also select teams and how and where they students can play or access the game/course you created for them. Choose as preferred.



Furthermore, once the students are doing the task, i.e. playing the kahoot game, they get graded based on the scores and answers you pre-selected. Then you can show the results on the game playing on a scoreboard for the class to see – this creates more competition and even more fun learning.



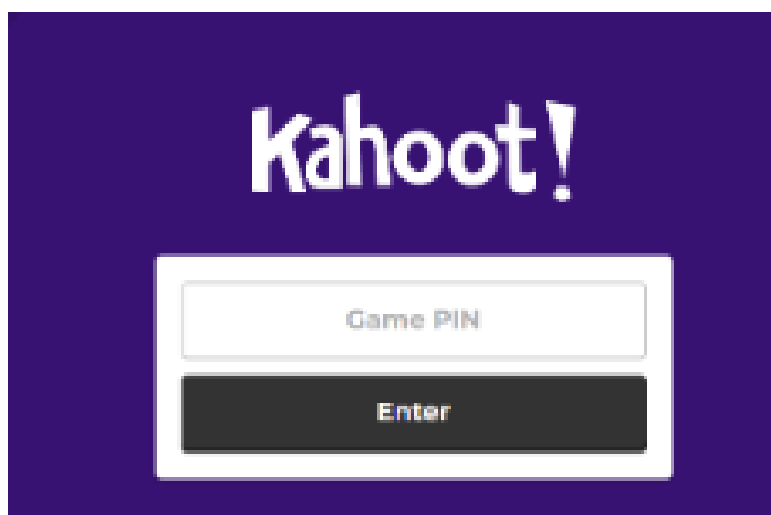
HOW TO PLAY AN EXISTING KAHOOT

STEP 1

Choose one of the existing kahoots (games) available, connect a device to a projector or screen in front of the classroom, or screenshare using a video conferencing platform.

STEP 2

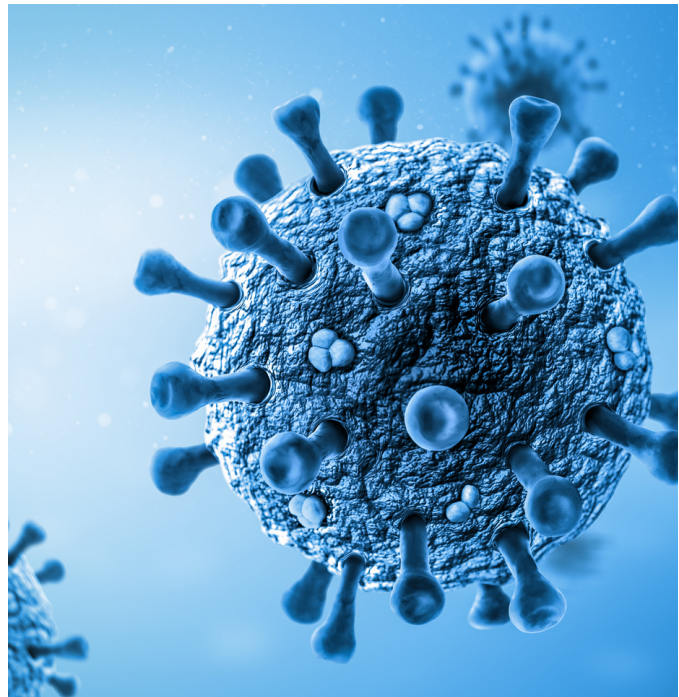
Next, press “launch” button. Students can enter the game PIN and their name using the Kahoot! app or at www.kahoot.it on their devices. Then press “Start now”. Have fun!



3.Educational Recommendations during the pandemic

The origins of COVID

Coronaviruses have been known for a long time, they were found in animals, causing diseases of respiratory system, digestive system, liver, and nervous system. They adapt very quickly to new conditions and, due to rapid mutation, have a great ability to infect new species. By 2019, 6 viruses causing infections in humans had been known. The SARS-CoV-2 coronavirus, which was responsible for the epidemic of respiratory infections, was first identified in Wuhan, China in December 2019. The first person with COVID in Poland was recorded in March 2020.



The SARS-CoV-2 coronavirus is a virus that belongs to the coronavirus family (Coronaviridae).

March 2020 was just the beginning of the great pandemic. After the first infection was recorded, more and more cases began to occur shortly afterwards. The number of people suffering from this disease was growing rapidly, both in Poland and around the world. In a very short time, the whole society had to get used to the new "everyday life". The virus spread by droplets which facilitated its rapid spread. All social groups have been affected by the disease. Particularly exposed to it were:

- Senior citizens
- Patients suffering from conditions related to the impairment of the immune system
- Cancer patients
- Patients with chronic respiratory diseases



The general situation and the rapid increase in the number of cases forced people to change their lifestyle. Governments imposed a lot of restrictions related to movement, the use of cultural goods, workshops, education, trade fairs, etc. These restrictions began to affect people's everyday life. Those who had COVID symptoms, after being diagnosed with tests, were immediately placed in quarantine to isolate them from healthy people. It was mandatory to wear a mask and disinfect hands frequently outside the residence area.



The existing on-site work has been replaced with remote or hybrid work in order to reduce the risk of infection among employees.



The constantly growing number of infections in schools forced the education system to introduce a remote learning system that had not been practised so far. For most social groups, the sudden transition to a different work system required raising their digital competences. A lot of employers were put in a difficult situation, without proper preparation and knowledge regarding the employee's transition to the remote work system. In addition, new tools were introduced, most often previously unknown to employees and employers. For comparison, in Ireland the remote work system was developed in 2009 and has been used since then. This situation showed us how important it is to improve one's digital and interpersonal competences.

Seniors were especially excluded. Their digital competences were usually at a minimum level, if not zero before the pandemic. Most everyday activities, such as shopping or meetings, were transferred to the Internet. For seniors, this meant social exclusion. The reason was the lack of meeting opportunities, many people could not use video calls or chats. This could cause deepening loneliness, slower healing or even a lack of will to live.



Before the COVID-19 pandemic, remote work was relatively rare in Ireland, but it was still more common than in Poland. In recent years, its popularity has grown, especially in sectors such as information technology and financial services. The outbreak of the pandemic, as in most countries, has made remote work the norm for many employees in Ireland. The legal aspects of teleworking in Ireland are governed by the Employment Act 1997 and the Labor Code. Employees have the right to work remotely if this work is possible and does not conflict with their employment contract. On the other hand, employers who agree to this form of employment are obliged to provide safe and healthy working conditions, as well as provide appropriate equipment and tools for remote work. In practice, many companies decide to offer employees a flexible form of work, including remote work, to encourage them to work in the company.

During the COVID-19 pandemic, remote working became one of the main ways of working in Ireland. This was due to the need to ensure the safety of employees and reduce the risk of spreading the virus. Many companies introduced or increased the amount of remote work for their employees and the Irish government introduced regulations that allow employees to work remotely where possible. Ireland was one of the countries that had regulated remote work for many years, unfortunately not every country had those regulations prepared. It was only after the outbreak of the pandemic that most countries decided to regulate this aspect with legal provisions.

Below are the five countries that lead the way in remote work employment. It is worth noting, however, that this situation is very variable and can vary depending on the industry and the economic situation of a given country.:

- The United States
- Canada
- The United Kingdom
- Germany
- Spain



How to run stationary workshops safely?

The pandemic made us realize how important it is to familiarize the society, particularly the elderly, with the "digital world". So far, during the organization of workshop courses, workshops, seminars or other forms of adult education (especially the elderly), not so much attention was paid to maintaining protection measures against potential infection. The knowledge and experience that the COVID-related situation allowed us to introduce new standards and recommendations to make work as safe as possible and to avoid exposure to potential diseases.

At the moment, the number of infections is much lower than in 2020. However, seniors are still at risk, and any infection can be serious for them. Therefore, although there are no restrictions related to conducting workshops at the moment, it is extremely important to take all possible precautions and provide a group with safe conditions to deepen their knowledge.

During an epidemic, but also when the number of infections is relatively small, the organizers should introduce all available precautions to maintain sanitary safety. Trainers/instructors who have direct contact with participants should especially follow the safety recommendations.



We present the most important rules that are recommended for participants, especially those in senior age:

Keeping the right distance between participants - ensure the right distance between participants and control the number of people taking part in the workshop. Thanks to this, the risk of COVID-19 infection is reduced. What are the advantages of keeping a distance between workshop participants:

- It helps to reduce the risk of spreading the SARS-CoV-2 virus, which is especially important in the case of seniors who are at special risk.
- It prevents the spread of other infectious diseases that can be transmitted by droplet or direct contact.
- It improves safety by reducing the risk of accidental injury or accidents.
- Participants have better visibility and audibility when they are far apart, which positively affects the quality of the workshop.
- It helps to improve concentration during workshop, because it reduces the amount of external stimuli and allows to focus on the content of the workshop.

Providing participants with personal protective equipment - (protective masks, disinfectants, etc.). The provision of personal protective equipment is important to ensure safety and health of all people participating in meetings or workshops.

What advantages does it have:

- It prevents or minimizes the risk of spreading infectious diseases between participants.
- It allows participants to feel safe, comfortable and protects their health.
- It increases awareness about health safety - it is a kind of reminder of the need to maintain hygiene.
- It increases the protection of staff and other invited guests.

Frequent airing of rooms, if possible, during each break. This process can be done by opening windows or doors that allow air to flow, or by using a ventilation system.

What are the advantages of ventilating rooms:

- It reduces the risk of infection with viruses and bacteria. Ventilating the room allows to remove polluted air and reduce the risk of infection with viruses and pathogenic bacteria.
- It improves indoor air quality by supplying it from the outside.
- It helps to reduce moisture and prevents mold formation. This is especially important for people suffering from respiratory problems and allergies.
- It improves concentration and performance. Good quality air and a sufficient amount of oxygen improve the concentration and performance of participants during workshop.
- It reduces the risk of COVID-19 infection by removing the SARS-CoV-2 virus from the air, which is especially important for people in the high-risk group.
- It increases the comfort of participation in workshops by lowering the temperature in a room (summer months) and by reducing unpleasant odors.



Compliance with the rules of cleaning and disinfecting surfaces, in particular if participants share equipment. Equipment must be disinfected after each group finishes using it. Surface disinfection involves the destruction or removal of pathogens such as viruses, bacteria and fungi that may be present on these surfaces and devices. The purpose of this process is to prevent the spread of infectious diseases and is extremely important for surfaces and devices used by many people, especially those at risk. What are the advantages of frequent disinfection:

- It reduces the risk of infection. Disinfection helps to remove pathogens responsible for many diseases from usable surfaces.
- It prevents infectious diseases. Seniors often suffer from chronic diseases that reduce their resistance to infectious diseases. Disinfecting surfaces after workshop helps to minimize the risk of disease transmission.
- It ensures hygiene. In times of pandemic, disinfection of surfaces after classes, but before as well, is an important way to ensure hygiene and reduce the spread of diseases.
- It prevents epidemics. Groups of seniors may be more susceptible to developing epidemics in confined spaces. Surface disinfection is an important way to prevent the spread of the epidemic and ensure the safety of all participants.



Surface disinfection is the elimination or treatment of pathogens such as viruses, bacteria and fungi that may be present on these surfaces and occur.

Each participant, if possible, should have individual equipment on which they will work during the workshop.

What are the advantages of having individual equipment for each participant:

- Independence. It is important because each participant can use their equipment at any time, independently of other participants. This allows them to practice and develop their skills at their own pace.
- No restrictions. Separate computer equipment for each participant allows for free work with various programs and tools. There are no restrictions on availability or having to wait your turn, which allows for more effective and flexible workshop.
- Comfort and convenience. Separate equipment for each participant ensures comfort and convenience, because everyone has full control over their equipment and can adapt it to their individual needs. This may be an additional advantage encouraging potential recipients of the workshop.
- No need for continuous disinfection. Due to the fact that one computer is assigned to a given participant for the entire duration of the workshop, it eliminates the need for disinfection after each use by another participant.



Hand sanitizer located in a generally accessible place - the sanitizer should be located in a place where each participant has access to it and can use it. It is good to have more than one disinfectant in the room, preferably at two different ends of the room. What advantages does it have:

- Safety of seniors - this is especially important when conducting workshops with this group, because seniors, due to their age and health, are more exposed to diseases. Frequent use of hand sanitizer can help reduce the risk of infection due to its biocidal properties.
- Supporting personal hygiene - participants in workshops for seniors often use tools and equipment that are shared (it is recommended that each participant has their own equipment, but sometimes this is not possible). The availability of hand sanitizer can encourage seniors to regularly wash and sanitize their hands, which helps prevent the spread of infectious diseases.

Use of disposable dishes and cutlery during refreshments/breaks.

What are the advantages of using disposable dishes and cutlery:

- Minimizing the risk of infection. The use of disposable crockery and cutlery helps to minimize the risk of contamination with microbes that can be transmitted through repeated use of kitchen equipment.
- Supporting hygiene - prevents the spread of diseases, especially in situations where seniors may have difficulties in maintaining high personal hygiene.
- Easier cleaning - makes it easier to clean up after a snack or break, maintaining a high standard of cleanliness and safety. Particularly important when the organizers need to quickly prepare the room for the continuation of the workshop.



Sensitization to the symptoms of the disease. If any of the participants has symptoms of illness, i.e. fever, runny nose, cough, general malaise, gently suggest returning home. What advantages does it have:

- Participant safety - prevents the spread of diseases by droplets. This is especially important if we work with a risk group such as seniors, for whom even the smallest infection can be a serious threat to life.
- Mental comfort of participants - they will be able to focus on workshops without fear of infection.
- Safety of the staff - as in the case of participants, the health of the instructors is also important, as they can easily become infected from a sick participant.

Frequent hand washing. Frequent hand washing with detergents and disinfectants is intended to remove all microorganisms from the skin surface, including bacteria, viruses and fungi that can cause and transmit diseases.

What advantages does it have:

- Preventing the spread of infectious diseases - Frequent hand washing helps to eliminate bacteria, viruses and other microbes that can be carried on the skin.
- Protecting the elderly - Seniors are more vulnerable to infectious diseases, so washing their hands frequently helps to protect them from disease and reduces the risk of getting sick.
- Increased sense of security - all participants can feel more secure when each of them respects personal hygiene rules.



In addition, it is worth mentioning that the following is also recommended:

- Considering online workshop options – seniors are one of the social groups that was particularly vulnerable to COVID-19.
- Reducing the duration of workshop - it may be worth reducing the duration of workshop to limit the amount of time seniors will be in contact with others.
- Informing participants about the risks - workshop organizers should inform participants about the risks associated with participation in stationary workshop and recommend the application of sanitary safety rules.
- Conducting surveys - before starting the workshop, it is worth conducting surveys among the participants to examine their preferences regarding the way of conducting the workshop.
- Performing an initial health assessment of each participant and check for any symptoms.
- Preparing a contingency plan in the event of COVID-19 infection among workshop participants.
- Waste bins with closed lids should be available in the room and they should be emptied and disinfected on regular basis.



DURING EACH WORKSHOP, IT IS WORTH ASKING A FEW INTRODUCTORY QUESTIONS AFTER THE TRAINER PRESENTS THE SUBJECT OF THE WORKSHOP AND HANDING OVER THE MATERIALS, SO THAT THE WORKSHOP CAN BE CONDUCTED IN A SAFE AND UNDERSTANDABLE WAY, AND SO THAT THE PARTICIPANTS CAN GET THE MOST OUT OF IT. BELOW WE PRESENT A CATALOG OF QUESTIONS THAT MIGHT BE ASKED TO THE GROUP DURING THE WORKSHOP. IT SHOULD BE REMEMBERED THAT THESE ARE ONLY SAMPLE QUESTIONS AND SHOULD BE ADAPTED TO THE TYPE OF WORKSHOPS AND THE GROUP FOR WHICH THEY ARE CONDUCTED.

Examples of questions to ask the group:

- Do you know what you expect from this workshop?
- Do you have any questions or concerns about the workshop?
- Does anyone have any special needs or requirements (e.g. related to disabled participants)?
- Do you know how long the workshop will last and do you have adequate time for it?
- Are you familiar with the subject of the workshop?
- Do you have any suggestions regarding the organization and course of the workshop?
- Have you ever used a computer or smartphone? If so, what were your experiences?
- Does a device you will use work properly?
- Does the device have the Internet access?
- Is the mouse working properly?
- Do you have any experience with the tools or equipment you will be working with today?
- Do you know what safety rules should be followed when working with the tools or devices you will be working with today?
- Are all the materials you have received legible?
- Are the materials you received complete? (contain all points/pages?)
- Does the presentation display well?
- Is the presentation legible?
- Is the brightness of the presentation appropriate?
- Can you hear me well?
- Have you already dealt with the subject of this workshop before?
- Is the room temperature appropriate?



- Is anyone feeling unwell?
- Does anyone have any symptoms of a disease?
- Do you have any questions about the use of disinfectants or other hygiene rules during workshop?
- Do you have any questions related to workshop hygiene?
- Have you been informed about the regulations of the workshop?
- Do you know the basic hygiene and sanitary rules?
- Do you have any questions about computer workshop or learning?
- Do you have any questions about the use of disinfectants or other hygiene rules during workshop?
- Do you know what social distancing rules should be followed during workshop?
- Do each of you have enough space to work freely?
- Are you prepared to follow the rules of hygiene and social distancing during the workshop to ensure the safety of all participants?
- Is everything clear for you?



How to run online workshops safely

The lack of on-site learning opportunities related to COVID caused online workshops more popular. They have become a very convenient alternative for people who value time. The great advantage of this form of trainings or workshops is the fact that they can be held from anywhere, and the only thing we need is a computer or any other device with the access to Internet. Organizers often decide on this type of form due to lower organizational costs, and thus lower costs of courses offered to potential customers. Although the elderly are more likely to leave the house, we can find a large group among them who are willing to use the online form. Living during the pandemic contributed to the dissemination of online trainings/workshops.



Network integration and technical exercises

During stationary workshops, it is much easier to integrate participants. This happens through talking and spending time together during breaks. The form of online workshops, more and more often chosen by participants, can also be a great element and strongly integrate the group. This is a very important task for an instructor, because an integrated group absorbs information better, is more willing to share its thoughts and gains more from the workshop.

Here are some ideas for fun/integration activities:

- Ice cream questions - ask participants to answer a question at the beginning of the meeting that relates to their favorite ice cream flavor or favorite place where they ate ice cream.
- Keyword - ask each participant to come up with one word that they associate with the topic of the workshop, then ask other participants to come up with a short story in which they will use these words.
- A man in a role - ask participants to think of a character they will play during the game. Each participant will have to answer questions such as: "What are your passions and interests?", "What would you do if you had superpowers?", "If you had to choose your animal sidekick, what animal would it be and why? ".
- Shared story - ask participants to come up with a story together that will develop during the workshop. Each participant will have a limited time to add their part of the story and develop it in a creative way.
- Guessing game - ask participants to describe an item that is in their room, but not to show it. Then the other participants will try to guess what object it is.
- Quiz - create a quiz on a workshop topic or general topics. Each participant will have to answer questions and earn points.

When working with seniors and conducting online workshops for them, it is important to remember that technology is not as obvious to most as it is to young people. Therefore, it is important to take care of psychological comfort and approach the subject with great patience.

We encourage you to carry out a few exercises to motivate elderly people to actively participate and use the functionality of the program through which the connection takes place. For this purpose, we present below some examples of exercises that can be used when working with a group of seniors.

Login exercises

Ask seniors to log on to the workshop platform or communication app on their own. You can also provide step-by-step instructions on how to log in and provide practice time. It is good if the manual is attached to the workshop materials. This will then make it easier to log back in if the connection is interrupted

Exercises with choice of options

Ask seniors to select certain options in the application or workshop platform (it all depends on the type of program through which the workshop takes place), e.g. selecting an icon in the menu, selecting a chat option, raising your hand or launching the camera.



Exercises using the chat

Ask seniors to write a chat message. You can also ask them to answer a chat question or tell you about themselves. Such an exercise will make it easier for both the participants and the lecturer to ask questions and communicate important information that needs to be recorded.



Practice using the camera

Ask seniors to turn the camera on or off and talk about themselves or their hobbies. You can also ask them to show their pets or something they like to do in their spare time. They can also show any object that is in their environment, such as: a mug, notebook, pen.

Screen sharing exercises

Ask seniors to share their screen and show how they use the app or workshop platform. At the very beginning, before proceeding to the exercise, it is best to explain to the participants step by step how to do it. This will make participants feel comfortable.

Problem solving exercises

Ask seniors to try to solve a technical problem, e.g. if there is a sound or video failure. Remember to show the participants how to do it beforehand.

Exercise with quizzes or games

Organize a short quiz or game in which seniors will have to use the program's functionalities, e.g. to choose an answer. To do this, prepare such a quiz or game in advance. Remember that participants should be informed each time what the rules of the program are. For people who know the system, it will be a reminder, while for those who work with it for the first time, it will be a valuable lesson.

Repetition exercises:

Ask seniors to repeat how to use specific features of the workshop platform, e.g. how to turn on the camera, chat or share the screen. Ask questions to each participant separately, and the repetition will reinforce the rules of the program for the whole group.



As in the case of stationary workshops, online workshops should be conducted in a safe and understandable way. The specificity of online workshops differs significantly from stationary workshops, so you should pay attention to other aspects.

We present the most important rules to provide participants, especially in senior age, with safe, understandable and competent workshops.



Choose a communication platform that is intuitive and easy to use. This will make it easier to conduct workshops, especially with a group of seniors, who often start their "adventure" with this form of workshops.



Before starting the workshop, send instructions on the technical aspects of using the platform and make sure that all participants understand them. Sending all instructions in advance will allow participants to familiarize with the instructions in advance and the opportunity to ask an instructor a question if something is not clear.



Ensure comfortable and ergonomic working conditions for participants, for example by showing how to position the monitor and chair. Thanks to this, conducting classes will be comfortable for both participants and the lecturer.



Make sure that participants have access to the right equipment, such as a microphone, camera, and headphones. This is an important aspect, because thanks to this, each participant will be able to fully benefit from the workshop and will be able to get the most out of it.



Shorten the duration of the workshop to avoid fatigue and weariness of the participants. Where possible, it is recommended to keep the duration of the workshop to a minimum, where possible, so that participants do not lose their attention and focus. If this is not possible, it is recommended to take frequent breaks. Participants will be able to get up, walk around, do some stretching exercises. This is especially important when conducting a workshop with a group of seniors.



Run the workshop in an interactive way, encouraging participants to ask questions and provide answers. Keep motivating the group and try to focus on the topic of the workshop, as there are many distractions at home.



Use clear and understandable explanations, tips and instructions when presenting the material.

Remember that verbal and non-verbal messages sound completely different when two people meet, and completely different when we conduct meetings via the Internet. It is important to present everything in an accurate manner, leaving no doubts about the material shared with the participants. During the classes, it is good to ask the groups, for example:

- Is everything clear?
- Do you have any questions about the material?
- Can you hear and see everything clearly?



Use various tools to make the workshop more attractive, such as quizzes, surveys, multimedia presentations, videos, graphics, animations, etc.

This encourages participants to keep learning while allowing their eyes and mind to rest from the large amount of content and material.



Adapt the pace of the workshop to the skills of the participants, encouraging them to ask questions and suggesting relevant topics.

We recommend that you summarize the topic after each batch of material/issue. This will allow to consolidate the information provided earlier. Ideally, summaries should have forms of graphics, infographics. Thanks to this, participants will remember more information, because this form is easily digestible.



Ensure that all participants have access to educational materials and exercises that can increase their understanding and skills.

In addition, make sure that the exercises prepared for the group are understandable and appropriately adapted to the level of the group.



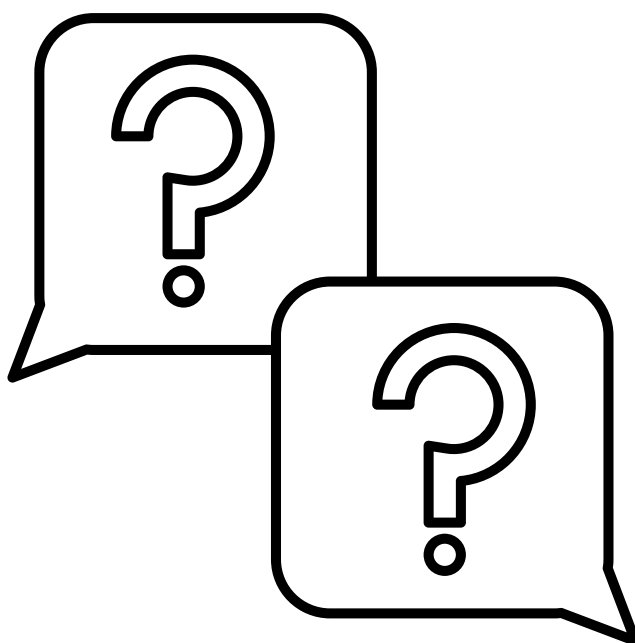
Apply small group strategies.

With large groups of workshop participants, it is difficult to manage the group and possible technical problems. Smaller groups allow for an individual approach to the participant. In the case of workshops conducted for seniors, this is extremely important, because their technical skills are usually at the basic level.



Make sure that there is a sufficiently large font with appropriately selected colors and clarity on the presented materials. This will ensure comfort in conducting workshops and sharing knowledge.

As in the case of stationary workshop, it is worth asking a few introductory questions after a lecturer presents the subject of the workshop and handing over the materials, so that the workshop can run in a safe, understandable way and that participants can get the most out of it. Below we present a catalog of questions that can be asked to the group during the workshop. You should remember that these are only sample questions and should be adapted to the type of workshops and the group for which they are conducted.



Examples of questions to ask the group:

- Have you participated in online workshop before?
- What are your goals for participating in this online workshop?
- What benefits do you see in participating in online workshop?
- Do you have any experience using a computer or smartphone?
- What programs or applications on your computer or smartphone are you familiar with and which of them do you use?
- Do you need any assistance in installing or setting up an application that will be used for online workshop?
- Do you have a device with the Internet access, such as a laptop, tablet or smartphone?
- What difficulties have you experienced in using technological devices?
- Do you have any vision or audio problems when using a computer or smartphone?
- What issues would you like to address in particular during the online workshop?
- Are you familiar with the basic safety rules when using the Internet?
- Do you know how to prevent cyber threats such as phishing and malware?
- What questions do you have about online workshop?
- Do you have any doubts about online workshop?
- Are you familiar with the technological terminology used in the online workshop?
- Do you have any problems with understanding instructions or tips during online workshop?



- Do you have any vision or audio problems that may affect your participation in the online workshop?
- What expectations do you have towards the lecturer?
- Is the presentation visible on the screen?
- Is the sound clear and can you hear the presenter clearly?
- Is the microphone working properly and can you ask questions during the workshop?
- Is the camera working properly and is the presenter visible?
- Does the video conferencing software work properly and can you participate in a video conference?
- Is there a stable and fast Internet connection?
- Do all participants have access to the necessary materials and tools?
- Do you have workshop space?
- Do you have time booked for workshops?



Below are examples of programs for conducting online workshops:

- Zoom
- Microsoft Teams
- Google Meet
- Skype
- WebEx
- GoToMeeting
- Adobe Connect
- BlueJeans
- Join.me
- Slack
- other



These programs allow to conduct videoconferencing, screen sharing, creating slideshows, chatting, file sharing and other useful tools for conducting online workshops easily.

Both face-to-face and online workshops have their advantages and disadvantages. One should remember that regardless of the type of workshop, care should be taken to ensure safe and hygienic conduct of workshops. The above recommendations are only a suggestion, but remember to ensure safety to all participants and organizers.

Remember that safety and health of participants should always have the highest priority when conducting workshops, both online and on-site.

4.Implementation briefing

This guide includes instructions for the introduction of the intellectual results and educational recommendations developed under the " Develop Your Creativity " project.

We will briefly pay attention to the intellectual results of the project, namely:

- 1.Adult training methodology and standard of educational materials for teachers;
- 2.Creative education through theater - Scenario of theater and acting workshop "Assertive and responsible citizen";
- 3.Education of creativity through image - Workshop scenario "Discover the soul of an artist";
- 4.Fostering creativity through music;
- 5.Creativity training using elements related to the development of computer skills - " Digital Senior " workshop scenario .

Everyone has the right to equal access to education and the responsibility of educational institutions to provide support for personal development and quality education for all learner regardless of his age.

The current methodological guide was developed on the basis of various scientific approaches, didactic principles and methods, all of which are woven into the prescription for ensuring reciprocity in relations: teaching, educational content, individual capacity, individual needs, formation of competences for independent life .

The emphasis is placed on the preparation and implementation of the learning process, organized around the individual level of development of the learners and adapting to their interests and expectations - both educational, sociocultural and professional.

The regulation of this relationship, besides requiring the maintenance of a dynamic balance between the didactic and social aspects of the process, also puts it in sync with the specific rhythm and style of implementation, so that teaching is attractive and attractive, knowledge is varied and useful, and learning is interesting and stimulating.

Scientific approaches to regulation and implementation of the learning process

To create the scientific-methodological framework of the preparation, organization and conduct of the educational process, the additional resources and tools of which are included in the current methodological guide for adult trainers, the chosen scientific approaches are two - ecological and competence.

The entry of ecological ideas into the education sciences (in the 1990s) led to significant changes in the understanding of human development and student learning. Thanks to them, the professional vocabulary has also been updated with terms and concepts such as "individual abilities", "special educational needs", "pedagogical interaction", "pedagogical situation", "resources", "factors of the educational environment", "individual factors", 'facilitators', 'barriers', 'risks'... which are in wide use in educational practices. As a hallmark of education policies supported by the United Nations, an ecological approach has been chosen to outline the lines of "ensuring inclusive and equitable quality education, and promoting lifelong learning opportunities for all", in which the conceptual underpinnings of modern education can be found a process represented in the division of roles, functions and responsibilities of the two main persons - the trainer and the learner, and of the two main processes - teaching and learning.





The ecosystem model of scientific interpretation creates the prerequisites for recognizing every detail of the educational environment and its subjects (directorate, trainers, pedagogical specialists), resources (professional, material, didactic) and the functionally organized environment ensuring the meeting of the needs of trainers and learners, and all of them – placed in interaction.

The ecological approach also helps the trainer to break away from the understanding of intellectual disability as a disease, as a set of symptoms and processes of complex retardation (dementia, Alzheimer's), because in this way they would continue to turn it into a justification and thus into taking away the right to natural individual development. Joining them to the ecological-anthropological model for the interpretation of disabilities, created by P. Fujeirola, the conviction is achieved that "it is not possible to reduce the state of disability solely to the assessment of limited functional abilities, without taking into account the influence of environmental variables real-life environment".

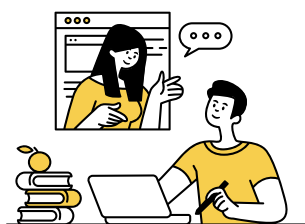
The role of this approach is to ensure the modeling of the learning process and to determine the supporting points for its implementation. Based on the pedagogical interaction of the trainer and the learner, mediated by the ways of teaching and the processes of acquiring knowledge and skills, and the methodological guidance is in accordance with:

- the individual capacity and abilities (levels of development), accompanied by the specific needs, interests and expectations, of the unity of individual factors, which are the "measure" of the student's readiness to participate in the educational process;
- the way and style of teaching and the functional reorganization of the educational environment, which facilitate, encourage, stimulate active participation.

In turn, the reference to the competence approach when developing the curriculum programs is a basic requirement in determining the educational content, goals, tasks and the choice of activities.

As a hallmark of UNESCO-supported educational policies aimed at turning the dissemination of knowledge into an engine of economic and social development, the competence approach points to a broad understanding of the efficacy and utility of knowledge, as well as to the unification of its didactic and social connotations. Research shows that it ensures the mobilization of individual capacity and acquired knowledge in favor of achieving clarity of professional training and qualifications.

The role of this approach in the process of developing teaching aids and methodological guides can be found in the clear "fusion" of the lines of the classroom with the social and pre the professional awareness and intended exercise of the trainees in different practical skills. Each topic includes a variety of examples providing arguments in favor of forming skills, and their transformation into distinct competences. In addition, the competence approach is decisive in terms of design and organization of the pedagogical interaction and of the modifications of the relationships trainer - learner - training process. It is the basis of the continuous renewal of the learning process, defined in terms of what happens as teaching and knowledge processing in the present and that which must be gradually attained and manifested in the next stage as skills. The connection between the ecological and the competence approach is decisive regarding the preparation, organization and conduct of the training process. Both approaches are based on the interaction of individual capacity, subsequently of the skills and the influence of the factors of the educational environment, which are part of the context of social and economic changes.



Goals and principles of the learning process

The developed resources aim to support the education of adult learners, in particular those with intellectual disabilities and multiple disabilities, such as:

- prepare, develop and provide the skills for their active participation in the educational process;
- assist in the development of their social potential;

lead to the formation of independence and gradual readiness to take on responsibility regarding professional and life realization.



The developed teaching aid is the reference framework for implementation of training process by trainers and trainees.

Its content includes a collection of educational recommendations, accompanied by concrete educational goals and expected, realistically achievable results, outlining the lines of competence development of the learner during his studies.

Educational adapted training content is based on competence approach and is tailored to the characteristics and needs of adult learners, bearing in mind that to be competent, means being able to use the appropriate resources to effectively deal with different situations, including those of an educational nature.

Operating principles are:

1. Organization and implementation of the training process
2. First strategy - comprehensibility of knowledge
3. Second strategy – choosing the complexity of the tasks
4. Third strategy – attracting and maintaining attention
5. Fourth strategy – support of motivation and maintenance of effort
6. Fifth strategy - consolidation of learning
7. Sixth strategy – the preferred visual circuit
8. Seventh strategy – facilitating the transfer of knowledge



COMPUTER SYSTEM AND INFORMATION TECHNOLOGY

- **Introduction to information technology and computing systems**

The topic is adapted to the level of educational content with a theoretical part and a practical part. Competencies as expected learning outcomes: pointing, recognizing and naming the main components of a general purpose computer system. The new concepts that the student learns are hardware and software. The course of work to master the learning content is through the analysis of the tasks and the methods .

- **User dialogue with computer applications**

The topic is adapted to the level of educational content and is presented in two parts - theoretical and practical.

Competencies such as Expected Learning Outcomes: Pointing and recognizing desktop icons, taskbar and Start menu.

New concepts: icon, computer program, interface.

Workflow for learning content mastery with task and method analysis

The concept of an icon – the program's own appearance – is explained in advance and the most used desktop icons are indicated; desktop - the computer screen that appears most often when the computer is turned on; interface - the way a computer is used and interacts with a person through the use of buttons.



- **Information media and media access devices of information**

The topic is adapted to the level of educational content and is presented in a synthesized form corresponding to the individual needs of the learners. The guide's worksheet covers the full scope of the intended new knowledge with the corresponding terminology.

Competencies as expected learning outcomes: familiarity with the main information carriers and the ability to recognize with help and guiding questions from the trainer.

New concepts: hard drive, optical discs, flash memory stick and memory card.

Workflow for learning content mastery with task and method analysis

In advance, the trainer explains the concepts and shows the different media as objects and includes them in the devices where they work. The demonstration is slow, with a short and precise explanation using the terminology and new concepts of the given subtopic. The visualization is followed by a reading to review the terminology. Proceed to perform the tasks from the manual's worksheet.

- **Data organization**

The topic is adapted to the level of educational content and is related to the acquisition of elementary knowledge and formation of skills for carrying out the basic information activities. In parallel with the introduction of the new concepts, the consolidation of introduced in the previous subtopics. They are part of the basic conceptual apparatus that every adult learner must acquire in order to fully participate in the educational process .

Competencies as expected learning outcomes: getting to know the basics actions when working with files and folders - copy, delete, move, rename; distinguish a file from a folder. The performance of the actions themselves and the formation of lasting skills happens step by step in the learner's learning process, corresponding to individual needs.

New concepts: the basic actions of working with files and folders.

Workflow for learning content mastery with task analysis and the methods .

In advance , the trainer briefly and accurately explains the main actions when working with files and folders and demonstrates on the computer by being able to use interactive white board. Files with the extension .docx and .jpeg are used in order to form the concepts and the terminology in a practical way, visualizing, comparing and distinguishing the two type of files.

INTERNET

Internet use in everyday life. Safety rules internet work

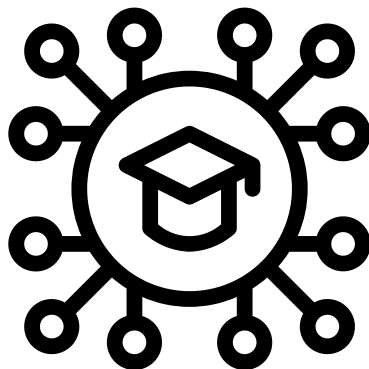
The topic is adapted to the level of educational content and is related to the acquisition of elementary knowledge and formation of skills for working on the Internet. Parallel to the introduction of the new concepts, the consolidation of basic terms introduced previously is carried out the subtopics.

Competencies such as expected learning outcomes: giving examples from learners about the role of the Internet in everyday life and listing the rules for safe internet work.

New concepts: website, web address and browser.

Workflow for learning content mastery with task analysis and the methods

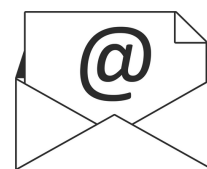
Basic level explanation and slow trainer demonstration of opening a browser, pointing and recognizing an icon using element comparison with studied geometric shapes and use of characteristic colors.



Email

Sending and receiving email.

Attached files



The educational content is adapted in the theoretical and practical part. Together with the introduction of new concepts, terms are consolidated, knowledge is integrated .

Competences as expected learning outcomes: understanding and defining in simple words and at an elementary level the purpose of e-mail, its use and application in everyday life, creating and sending an e-mail. They are based on the ways of getting to know and complying with the rules for safe work with e-mail.

New concepts: e-mail, e-mail, e-mail address.

Workflow for learning content mastery with task and method analysis

The trainer explains at an elementary level and demonstrates the opening of e-mail through a browser, introducing the adult learners only to its sign, drawing attention to the distinctive shapes and colors, comparing it to "a letter envelope outlined in green." Introduces adult learners to the text fields that are filled in when using e-mail, which occurs in a later stage of training. Introduces the term "password" and introduces the purpose at a basic level her.

Search for information on a given topic

The topic is adapted to the level of educational content and is related to the acquisition of basic knowledge and formation of skills to search for information on a given topic in Internet. In parallel with the introduction of the new concepts, the consolidation of basic terms introduced in the preceding subtopics. Practical skills are formed at searching for information on the Internet on a given topic.

Competencies as expected learning outcomes: choosing appropriate ones keywords to search for information on the Internet.

New concepts: search engine keywords and phrases.

Workflow for learning content mastery with task analysis and the methods

The trainer demonstrates the launch of the Google search engine by showing the icon on the desktop, drawing the learners ' attention to the color scheme.

Loads the search engine page. Explains where text boxes are located, introduces keyword associated with a sample search topic and display the result. For a better visualization, it is recommended to repeat the demonstration once more, but with a different key word or keyword phrase.





The topic is adapted to the level of educational content and is related to the acquisition of basic knowledge of recognizing the components of the computer system for sound reproduction and recording and reinforcing old concepts related to input peripherals.

Competencies as expected learning outcomes: phoneme recognition and video information.

New concepts: speakers, microphone, headphones, sound file, and video file.

Workflow for learning content mastery with task analysis and the methods

The trainer asks questions about receiving the types of information – text, sound and video. Through conversation and examples from everyday life, he recalls the types of information: "How we receive information about the opening hours of the stores. Text is written on the signs, which we read, thereby obtaining textual information: "What information do we get when we listen to the radio?"; "With which senses is the information received when looking at a film about the natural sights of Bulgaria - eyes, ears, touch with hands? With the eyes we receive video information'.

Identifies and demonstrates in the computer lab the components that are needed on a computer system to be able to play sound. Plays a sound file with a song, specifying the speakers as the peripheral output device for playback of sound. Plugs in headphones and places them on individual learners, turning off the speakers so they can tell the difference between the devices. Loudspeakers are used in listening to music by a group of people, headphones are devices for personal use to reproduce sound. Turns the computer's microphone on and off by displaying the and icon its location in the lower right corner of the screen demonstrates the differences in manner of meaning.

The trainer reads the tasks, in order to achieve multiple repetition to acquire elementary knowledge of work and application of sound and video information. Presented with examples, the synthesized and adapted learning content arouses interest and motivation among learners to complete the tasks on the subject.



CREATION AND PROCESSING OF A GRAPHIC IMAGE

Load, process and save a graphic image



The topic is adapted to the level of educational content and is presented in a synthesized form, corresponding to the individual characteristics of the learners . The presented learning resource of the study aid covers the necessary volume of the learning content for adults .

Competencies as expected learning outcomes: icon recognition of the Paint program and launch the program from the desktop.

New concepts: graphic image, computer graphics and graphic editor.

Concepts are presented in a simplified and informative manner due to the inability of learners to analyze activities related to information technology.

Workflow for learning content mastery with analysis of the tasks and the methods

The trainer uses a combination of demonstration and observation when launching the Paint program, introducing learners to its icon, drawing attention to distinctive shapes and colors, making an analogy with Fine Art by comparing it to a "paint palette and a brush."

COMPUTER WORD PROCESSING

Basic concepts and rules in computer processing of texts. Load, edit and storing a text document

Character-level and paragraph-level text formatting

The training content is adapted in the training resource. Along with the introduction of the new concepts, there is a consolidation of terms and concepts, knowledge of presentation and self-presentation is integrated .

Competencies, as expected learning outcomes: distinguishing the structural units of a text document – symbol, word, sentence. Initial habits and skills are formed in recognizing the letters on the keyboard, pressing the keys when entering text in Bulgarian. Basic rules are introduced when entering computer text - separating words, punctuation and new line breaks.

The learner makes an analytical-synthetic connection at a very elementary level between recognizing the letters on the keyboard, pressing the keys and their appearance on the desktop area of the computer screen.

New concepts: symbol, line, word and sentence in a text file related to working in the Word program.

Workflow for learning content mastery with task analysis and the methods

The trainer applies a combination of explanation, demonstration and observation when launching Word, introducing learners to its icon, drawing attention to distinctive shapes and colors, compared to a "blue rectangle". Opens two text the file - empty and with information, comparing the empty text file with empty a sheet of notebook, and the text file with recorded information - with written homework in Bulgarian language and literature on a sheet.

Reading the tasks by the trainer aims to introduce key words when working with the Word program.



TABLE DATA PROCESSING

Spreadsheets - purpose, main elements, data experimentation

Diagrams



The training content is adapted in the training resource. Along with the introduction of new concepts, consolidation of terms and concepts takes place, knowledge is integrated .

Competencies such as expected learning outcomes: recognition of spreadsheets and charts, identification of cell, row, column. The learner makes a connection at the elementary level between data and their graphical interpretation, program starts Excel.

New concepts: table row, table column, cell, and chart related to working in Excel.

Workflow for learning content mastery with task and method analysis

The trainer applies a combination of explanation, demonstration and observation when launching an Excel program, introducing learners to its icon, drawing attention to distinctive shapes and colors, comparing it to "a green rectangle with a white letter 'X' on it".

Opens a file and displays a spreadsheet, compares with paper. Explains what it can be for is used in everyday life, gives examples.

The reading of the tasks by the trainer aims at repeating the new concepts - row and column, applying orientation in the plane - along the horizontal and along vertical.

COMPUTER PRESENTATION

Basic elements in computer presentation. Viewing and demonstrating a finished presentation

Create and save a short presentation containing text and images

The training content is adapted in the training resource. Competencies, as expected learning outcomes: acquisition of elementary knowledge when viewing a ready-made presentation, recognition of the main elements, familiarization with the creation and storage of a presentation containing text and images.

New concepts: slide, multimedia, topic, and presentation author.

Workflow for mastering the learning content with analysis of the tasks and the modules

The trainer applies a combination of explanation, demonstration and observation when launching a PowerPoint program, introducing learners to its icon, directing attention to distinctive shapes and colors, compares to “a red rectangle inscribed in white letter “R”. Opens a file with a ready-made presentation and displays it through a Slideshow. Explains what is used - presentation of information to the public, familiarization with a certain topic in the educational process and self-examination.

The reading of the tasks by the trainer aims to present and repeat the adapted learning content in a synthesized form and to arouse interest and motivation of adult learners to view ready-made presentations on assigned topics.



SOURCES

Netography

1. [https://ec.europa.eu/eurostat/statisticsexplained/index.php?title=Glossary:European_Union_\(EU\)](https://ec.europa.eu/eurostat/statisticsexplained/index.php?title=Glossary:European_Union_(EU))
2. <https://ec.europa.eu/eurostat/web/products-eurostat-news/-/ddn-20200424-1>
3. https://ec.europa.eu/poland/news/210628_safety_pl
4. <https://www.mp.pl/pacjent/choroby-zakazne/koronawirus/koronawirus-warto-wiedziec/248806,co-to-jest-koronawirus-sars-cov-2-i-covid-19>
14.03.2022
5. <https://pulsmedycyny.pl/covid-19-w-jakich-grupach-pacjentow-jest-najwyzsze-ryzyko-powiklan-i-zgonu-wywiad-z-prof-jackiem-wysockim-985952> 14.03.2022

All photos and graphics used for the purposes of creating the guide come from the Canva website, from the extended PRO version, to which the "Creative for Business" Association has purchased access.