

## ***Methodological Advices to Process 'Up to the Net!'***

### **I. Training Objectives**

In today's modern society, it is the basic interest of an individual to timely access information needed to develop his/her life, to be able to process and apply them in accordance with his/her target. Our mission is to prepare the age group of the elders to this challenge, the conscious use of ITKtools, the appropriate information acquisition, -processing, and-transferring techniques, as well asfamiliarise them with the legal and ethical rules of information management.

With the processing of the curriculum, the participants shall:

- acquire the basics of computer operation, the basics of smart device usage, be familiar withthe computing environment, be able to handle the computer and its peripherals, and other smart devices at user level,
- obtain experiences in the use of information technological devices and information carriers,
- be able to displayinformation in various formsand shall also be able to recognise information appearing in various forms and to evaluate and use the acquired information,
- acquire the basics of independent information gathering, and learning,
- be able to keep contactwith the computer in an interactiveway,
- be able to apply the most important services of the operating system, and theperipherals
- know and observe the program protection andprivacy rules,
- be able to use – on their own –the net and its basic services, to make contact withothersvia the net, totransmit data about themselves, their environment via the net and in such a form, to search for data, and reach them by applyingnet services,
- get to know and use the net etiquette rules,
- become able to select the appropriate one from among the methods, tools, and applications known by them to solve the given problem.

### **II. The Features of the Curriculum**

The curriculum was first of all prepared for the older generation, therefore it makes efforts to mitigatereluctance representinglearning barrier. Accordingly,its style iscolloquialandinformal, it aims at achieving easier understanding even by supporting itat the necessary places with visual elements (screen shots, images, pictograms).The images also endeavour to strengthen the feelingsuggested by the style. The necessary termsthat should be acquiredareimmediately explained and at the end of the curriculumcollected in a Glossary. There are intentional repetitions in the text in order toenhanceimprinting.

### **Guide toCompilea Training Plan**

Let us schedule it smartly!

When compiling the training plan, let us take into consideration the specific demands of the age group targeted by us! We should not overload them, one session should not last for more than 4 lessons (45 minutes), that should be interrupted by1-3 breaks depending on the group'sfatigue, andthe preliminarily agreed demands. The break should be minimum 15

## Annex No. 1: Methodological Advices to ProcessUp to the Net!

minutes, so that the participants could go to the toilet or make some exercises together in open air.

The course is recommended to contain 18 sessions, 4\*45-minute-lessons per occasion, all-in-all 72 lessons:

1. Introduction to smart devices, getting to know the most frequent information communication devices, their basic functions and practicalities of use  
3 sessions inc. 4 lessons
2. Software and practical tips for the use of computers  
2 sessions inc. 4 lessons
3. World Wide Web  
1 session inc. 4 lessons
4. The world of applications, programs - search, download, usage  
1 session 4 lessons
5. Electronic Correspondence  
1 session inc. 4 lessons
6. Netiquette  
1 session inc. 4 lessons
7. The rules of secure usage  
1 session inc. 4 lessons
8. Online administration  
1 session inc. 4 lessons
9. Online shopping  
1 session inc. 4 lessons
10. Ebanking  
1 session inc. 4 lessons
11. Wikipedia, public collections  
1 session inc. 4 lessons
12. News Portals  
1 session inc. 4 lessons
13. Images, music, and videos  
2 sessions inc. 4 lessons
14. Community Sites  
1 session inc. 4 lessons

It is indispensable to study the students' material at home upon the sessions, since this is what lays the foundation for progress.

Always use the first lesson of the sessions for repetition, since this is the primal method of stabilising and anchoring the information. In the course of this, there is an option to highlight the potentially dim parts of the curriculum, to systemise the studied information, to brush it up. For us, these repetition occasions create opportunities for evaluating the participants' level of knowledge and the re-consideration of our Training Plan, if needed.

### III. Guide how to setup your training methodology

Our expectation towards the curriculum is also true for the teaching: the taught curriculum should be simple, worded in an everyday language, participants should be able to follow it, and the acquired knowledge should be immediately utilisable. During the teaching, the most effective solution is to mix the frontal method with individual practising, then practising the acquired information.

We apply description and demonstration as frontal methods:

- prepare a presentation about the given module which describes the key words, and the notions, supporting them by visual elements,
- When describing a process or teaching how to handle software—e.g., the use of the mailing system, project the content of the training computer used by us while demonstrating the process, then repeat the procedure parallel to the participants,
- use short demonstrational videos in order to foster imprinting,
- teach/study playfully, use playful applications strengthening technical skills e.g., improving mouse usage and movement coordination <https://egyszervolt.hu/jatek/pingvin-ugras.html> .

## Annex No. 1: Methodological Advices to ProcessUp to the Net!

It is the special demand of the targeted age group to put down the studied processes by hand writing. This slows down teaching, since the performed operation should be performed not only in practice, but the participants want to make detailed, step-by-step notes, too. This process can be accelerated with the well set up presentation and its printing as notes and handing it over, since in this way the participants only need to put down their supplementary notes on the paper.

While processing the information, the participants should practise, perform independent work as much as possible, since this is the most effective method of establishing, developing, consolidating proficiency, skills, and capabilities needed to apply the information. Not only sessions should give opportunity to practise. Provide the participants with practising exercises also for the period between the two sessions, the joint processing of the experiences of which will help catching up for those who feel it more difficult to acquire the curriculum.

The trainer should identify who needs more help, and he/she needs to give that person advice more frequently. There will be surely people who will demand your help less often; they would rather work themselves. It is an important methodological principle the trainer should only support the process implemented by the participant to the necessary extent, he/she should not solve the problem instead of him/her, and particularly, should not dictate the steps of the solution, when the student should perform these already on his/her own. The student should gain experiences on his/her own. It is much more useful, if the trainer looks at the exercise performed by the student, this is how he/she can identify the critical point, where there is a blockage, in order to be able to provide tailor-made help to resolve it.

In order to maintain group dynamics and to decrease the differences between the individual progress rates, divide students into pairs or groups by requesting the quickly progressing students to play the role of a peer helper or a mentor. In this case, it is important that this should be the participants' common decision, thus the role of a mentor or peer helper will be legitimate. These student pairs or groups consisting of maximum 4 participants can effectively operate between the sessions. During the joint solution of the exercises, the acquired information will get imprinted, and practised. During the application of this method, it is extremely important to have permanent feedback and to ensure possibility for continuous contact keeping.

### **IV. Other practical advices**

**Success = motivation!** The key to success during the training of the targeted age group is creating motivation and keeping it continuously alive. There will be some among the participants who will enrol due to some specific impulse, e.g. keeping contact with a member of their family who lives far away, but it will not be characteristic of everybody and also initial enthusiasm may decrease as the first difficulties arise. That is why it is very important that each session entails success, we should strengthen the participants that they are on the right track, and we also need to give space to process any failures that might occur.

**Pay attention to the room's furnishing/arrangement!** You need to arrange a room for elderly people where they may have enough space between them, and the trainer also has enough space to stand near the students to help them. The projector should be visible for everybody in the room. The trainer should not turn his/her back towards the participants even during the demonstration, because in this way he/she is not able to observe their meta-communications signals.

## Annex No. 1: Methodological Advices to ProcessUp to the Net!

**Take the health problems into consideration!** Evaluate it among the participants, who, under what circumstances is able to work comfortably. Sit those people in the front who have glasses, as close to the projector as possible. When you change the teaching method, you will need to provide time for them to change their glasses, if there is someone among them, who is hard of hearing, the trainer should always speak in a way that it would be possible to read it from his/her mouth what he/she is saying. Keep an appropriately long enough break among the lessons in the previously agreed times.

**And in the end! Be flexible, adjust to the participants' demands, but do not throw the rein among the horses! The achieved successes are our common successes!**