lidia

2018

Fernando Albuquerque Costa | Elisabete Cruz

Activities for Digital Inclusion of Adults

For anyone who works with adults

LIDIA Project – Adult Digital Literacy

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FCT
Fundação para a Ciência e a Tecnologia
MINISTÉRIO DA CIÊNCIA, TECNOLOGIA E ENSINO SUPERIOR

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AGÊNCIA NACIONAL PARA A QUALIFICAÇÃO E O ENSINO PROFISSIONAL, I.P.

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Preface

The transition from an information society to a knowledge network society foments a significant change in the daily routines of citizens. The increasing number of more portable mobile devices (ex: tablets and smart phones) and an in increase in wireless areas (the majority of which are free), have created an environment where digital technologies are more and more ubiquitous. As a consequence, there has been a transition from the analogical to the digital, leading to citizens increasingly using digital platforms and devices in association with their daily activities. Within this context, only individuals with the appropriate skills and digital literacy may fully exercise their civic rights and obligations.
Currently, all studies have demonstrated that as the age of citizens increases, there is a decrease in access to and use of digital devices and associated with this is an alarming level of adult info-exclusion, especially older adults.

The LIDIA Project – Digital Literacy for Adults, has the merit and the value of countering the current pessimistic vision by proposing intervention strategies and methodologies for adults, in order to provide them with the opportunities which will enable them to acquire digital skills. The care and clarity of the different areas identified by adults with decreased

internet access (Information, Communication, Creation, Leisure; Day-to-day; Security and Digital Identity) highlight a set of priority actions which will help adults master the use of various digital tools to carry out activities which will lead to the use of digital platforms. Also noteworthy is the rigor of the presentation for the different proposals of activities, where the difficulty level is stated (+Accessible; Intermediate; +Demanding) and which also includes a brief description of the activity and the justification which validates the entire process.

At present, true social inclusion can only occur if there is a previous digital inclusion because exercising full citizenship can only be achieved if all citizens, without exceptions, are guaranteed their rights and respective duties. In this context, the LIDIA Project will be successful because it has a clear vision of the digital needs of adults and it will be a true opportunity for the growth of the info-inclusion rate of these citizens.

Henrique Gil

ESE - Instituto Politécnico de Castelo Branco (Polytechnic Institute of Castelo Branco); CAPP/ISCSP – Universidade de Lisboa (University of Lisbon)

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Introduction

This book includes 20 proposals of activities utilising technologies that have been specially designed to promote the digital literacy and inclusion of all citizens, but especially adults with fewer opportunities to access and use the potential which technological developments have made available.

This Project is a stimulus and inspiration of what can be done with technology to promote an effective citizenship. The target users are teachers, cultural entertainers, education experts and professionals working in the social field in formal and non-formal contexts, who intervene and realise actions for target groups who are typically less integrated in the information society.

These include professionals responsible for the areas of culture, education and the social actions of city and town halls, private social solidarity institutions, cultural and recreational associations, museums, senior universities, day centres, as well as teachers and other educators.

These suggestions for activities using digital technologies were designed and developed taking into consideration situations in which the adult citizen encounters difficulties in acting independently because they do not know how to use digital technologies.

After hearing from adults about what they would like to do if they had access to the internet (106 adults between the ages of 29 and 62 from different regions in the country were interviewed) and, later, with the specialised help of professionals and technicians with vast experience in the area, this manual was developed, which we invite you to explore and use with the adults with whom you work.

In accordance with the categorisation of identified interests, we felt that the objective of promoting digital citizenship could be organised and explored within the framework of six training and learning areas to achieve digital citizenship:

1) **Information**, which groups the interests that are somehow related to the access and use of information available on the internet;
2) **Communication**, which includes the interests related to the objectives of communication through the internet and other communication channels;
3) **Creation**, which refers to the interests in which the elaboration or creation of something constitutes the main function attributed to the interest, through the use of digital technologies;
4) **Leisure**, which groups the adults' references to activities of a recreational character;
5) **Day-to-day**, which above everything involves the interests which result from the necessity of resolving concrete problems from daily life;
6) **Security and Digital Identity**, which primarily encompasses the questions directly or indirectly related with net security and with the development of each one's digital identity.

The last, with a transversal nature, points to the logic of integrated work with one or more of the remaining fields of learning.

The activities included in this book were developed in accordance with this typology.

LIDIA Project – Adult Digital Literacy

The Adult Digital Literacy project (LIDIA) arose from the Inclusion and Digital Literacy Prize awarded by the Fundação para a Ciência e a Tecnologia (FCT) – Foundation for Science and Technology, as patrons of the ICT Network and Society and the work developed between 2011-2014 in the Teachers' Aids on Creating Content for Learning Environments Project (TACCLE2) – a European project dedicated to the creation of resources for teachers as an integration stimulus for integration of information and communication technologies in the different curricular areas and educational levels (taccle2.eu).

The award enabled the broadening of the work's scope by enabling the development of resources to aid in inclusion and digital literacy of adults.

From a lifelong learning perspective, the LIDIA project adopts an ample vision of the progress achieved and the problems identified in Portugal in the area of adult education, training and qualification, with respect to information and communication technologies (INE, 2009, 2013), and aligns its intervention within the framework of the most recent social responses for the promotion of literacy, qualification and digital inclusion in the Portuguese population (Council of Ministers , 2012; Portuguese Government, 2013; FCT, 2015).

As a strategic objective, the LIDIA project develops the training content and technology activities adjusted to the needs of life in a "digital society", directing them to raising awareness and preparation of teachers and other social intervention experts, specifically those who work with adults at risk of info-exclusion.

In this manner, the project seeks to contribute to creating conditions which, based on the principle of isomorphism (homology of processes), guarantee adults the development of what is today considered key skills for lifelong learning, with respect to personal and professional expectations.

Teacher Training within the framework of Adult Education Principles

By Carmen Cavaco (Instituto de Educação, Universidade de Lisboa – Institute of Education, University of Lisbon)

The teachers work in diverse areas, with highly distinct training paths and are faced with great challenges whilst exercising their profession. This justifies the importance of promoting training centred on the guiding principles of adult education.

In the context of this project, teacher training is based on a broad perspective of education and training, oriented towards the valorisation of people and their knowledge. Education and training are understood as broad and diffuse processes, occurring at all times and areas of life, through formal, non-formal and informal education, through processes of mixed training, eco-training and self-training. Accepting the diversity and complexity of education and training practices necessarily has repercussions on the way teacher training is understood.

The LIDIA project seeks to invest in methodologies which value people and their experiences and which provide autonomy, creativity, reflection and sharing. The desired result is that the various players be knowledge producers through a dialectic relationship between theory and practice.

Providing training based on these principles is, in our view, a way to ensure that teachers have the skills to accompany and guide adults in their training process. These teachers have the capacity for observation, analysis, reflection, listening, flexibility, negotiation, mobilisation of resources, sharing and appreciation of the experience and diversity of the people with whom they work in their daily lives.

LIDIA Project Resources

In addition to this book (in paper and e-book format), within the context of the LIDIA Project was possible to develop an integrated set of activities and training content to support adult learning, which also includes classroom based training activities: b-Learning (blended learning) and independent learning, as an official offer of the Institute of Education of the University of Lisbon; and the development of a platform to support the creation of an Online Community of Practice in the area of adult digital literacy and the dissemination and sharing of best practices.

All of these products in Portuguese, can be explored on the platform available at http://aprendercomtecnologias.ie.ulisboa.pt.

Access the platform, register and become part of the Community of Practice for digital citizenship in Portugal.

How to explore and use the book

All the activities presented here result from the survey of interests carried out with adults with some degree of digital exclusion in Portugal. They represent very diverse situations, but they have as a common denominator the strong will to learn, manifested by all the adults with whom it was possible to talk.

This diversity, but also this strong will to learn, suggests that every educator for whom this book is intended has the complete freedom to make the necessary adaptations and modifications to suit the specific interests and needs of the adults with whom they are work and the contexts in which the work may occur.

The classification system of activities is organized by the Areas identified and presented in the Introduction: Information, Communication, Creation, Leisure, Day-to-day, and Security and Digital Identity. The latter, because it is transversal, appears with a special emphasis in all the activities of the area with the same name.

As for the degree of requirement, the activities are organised in three levels, and the classification is demonstrated by the position of each activity in a visual representation (1 – easier level, 2 – intermediate level and 3 – more demanding level)

The remaining fields of description of each activity are intended to correspond to the essential information considered necessary so that everyone can easily understand what adults are expected to perform under their supervision. That is, what these adults will actually do, what technologies they will use, the learning sequence and the care necessary for its realisation.

Before completing them with the adults, you can explore and complete each activity, which will also allow you to develop your own digital skills in each area.

This book is yours, the ideas are yours and how you use it is up to you!

I Want to Know...

Necessary resources

Equipment: Computer with Internet connection
Applications: Google
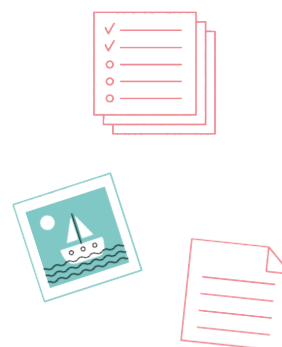
Information

Brief summary

A search engine allows you to find digital content of any kind in the vastness of information available online. This activity will enable the development of research and information selection skills in a meticulous and effective way, preparing adults with a set of procedures and tools that allow them to filter information pertinent to specific objectives. This enables adults to overcome the frequent frustration of finding themselves in the midst of such vast information and needing to rely on relevant and credible information for informed decision-making.

Justification

The possibility of accessing relevant and credible information is essential in a world where there is evolution of one's own knowledge, where there are changes in procedures in any type of service and there is a need to share solutions. Making a citizen independent, providing them with a set of selection and analysis procedures of the information quality, translates into fostering a responsible and critical acting knowledge which is increasingly important in the digital society in which we live.

Learn what?

→ Clarify, in the form of keywords, the information you want to find.
→ Understand the use of logical (Boolean) operators.
→ Know the types of information available.
→ Define the quality criteria of information.
→ Evaluate the quality of information available online based on previously established criteria.

Notes & Links for tools

Google has many possibilities and ways of supporting good research. For this reason and in function of the objectives defined in each case, the use of this tool can be more or less expanded. However, the proposal in this activity seeks to promote the learning of strategies to reduce information in the scope of online research. For more detailed information on logical operators or Boolean logic, we suggest that you explore Service Assistance at **https://goo.gl/fjyIGr**.
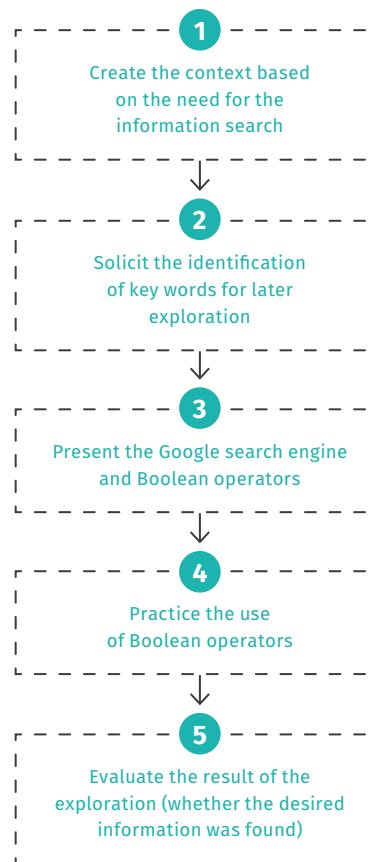
Description of the activity

The proposal presented here is particularly pertinent when someone asks for help in finding specific information. Therefore, based on the record of what was requested, it is appropriate to carry out a previous search to try to understand what types of sites and information result from the most common descriptors.

On the date scheduled for the research, you can start the activity by asking the adults to define the keywords that will allow them to conduct the search they want. You should find a way to clarify the importance of keywords by demonstrating a real case as an example.

Once the word list has been found, the Google search engine must be presented. At this stage, you can present the main page and request the help of an adult to write one or two keywords. Thousands of sites will probably appear. Take advantage of this situation to let the adult explore some of the links. Show them that if you choose to "open the link in a new window (or in a new tab)", for example, you will retain the list of results obtained initially in the other tab.

Returning to Google, and restarting your search with the chosen keywords, highlight the number of sites found, then introduce some suggestions and tips to reduce and refine the number of results. For adults to test this possibility, ask them to do a previously prepared search, training this task with several operators and their combination. In the end, adults should be able to get close to the information they were looking for.

1 Create the context based on the need for the information search

2 Solicit the identification of key words for later exploration

3 Present the Google search engine and Boolean operators

4 Practice the use of Boolean operators

5 Evaluate the result of the exploration (whether the desired information was found)

Suggestions & Tips

This activity can be done with any search engine. Normally Boolean operators work in the same way, a basic search to see if there is any kind of help with specific indications should be sufficient. During the activity, conditions can be created to explore other Google features and promote the development of other learning in the digital skills area. Still regarding this exploration, the development of critical thinking about the type of information being found and the type of sites can be encouraged. Show, for example, that there are sites of various types (.com; .org; .gov; .pt) and explain the relevance of this information. Take advantage of the opportunity to point out sites which also appear with information which is not relevant or even without credibility, relative to what they want to know.

Security & Digital Identity

The research in and of itself does not put adults at risk. However, it is necessary to see whether the sites consulted request the acceptance of terms of consultation, the installation of some type of programme, feature or subscription by the user. It must be ensured that the adult understands that they must be alert whenever some type of action implicating more than the simple opening of a page is requested.

How much does it cost?

Necessary resources

Equipment: Computer with Internet connection
Applications: Platform for Requesting Quotes | Email account

Day-to-day

Information

Brief description

In this activity, we will explore a site for providing online services, clarifying all doubts regarding the way it works and the type of services provided. Based on the testimonies and personal experiences of the adults with whom we are working, the advantages and disadvantages of acquiring services or goods in the online e–market will also be discussed. At the same time, the necessary conditions will be created so that everyone can become aware of the care which must be taken before requesting an online quote.

Justification

Often, we need a lot of time to find two or three suppliers that allow us to negotiate prices and ensure the quality of the desired service or product. Despite some people's resistance to this type of business, an online services site not only facilitates the identification of qualified professionals, but it also generally offers a quality guarantee of the services provided, thus avoiding the expenses sometimes associated with choosing "A service with the most advantageous conditions on the market!".

Learn what?

→ Find out about the types of services and quotes available on the PedirOrçamentos (Request Quotes) platform.
→ Check the evaluation and comments about the professionals and/or companies registered on the platform.
→ Request quotes at no cost and with no commitment to purchase the services.
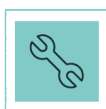
Notes & Links for tools

In addition to the PedirOrçamentos (Request Quotes) platform (**http://www.pedirorcamentos.com/**), there are many other online service providers. The distinction between them is essentially related to the degree of the service's specialisation, with sites specialised in construction work and others in babysitting services, for example. There are still others that stand out because they require registration or percentage payments on the contracted deals.

Description of the activity

The preparation for this activity may begin with a descriptive work relative to the desired service. The adult or group of adults should specify what they want by providing the information in as much detail as possible. For example, if they are looking for a painter, they should indicate the exact size of the room or rooms to be painted. If more extensive repairs are necessary, it might be better to take pictures or film the spaces to be remodelled.

With the description made and the information gathered, namely in image or video files, the adults may move to the registration stage on the PedirOrçamentos (Request Quotes) platform (**http://www.pedirorcamentos.com/**). Once the registration has been completed, each adult has the possibility of exploring the companies and professionals available on the website. Each company and professional has an individual profile, where its official website is often included. This profile also includes the number of services it has provided through this site and the reviews it received from clients.

Having decided to continue, the request form provides many options relative to the type of companies and professionals which may respond to the request, the urgency of the request and the degree of confidentiality of the disclosed data. The first contact with potential suppliers is done through a contact area on the site, but always with alerts sent to a personal email account.

Ideally, to achieve the best results with this activity, a real request for a quote should be submitted or, alternatively, the adult should be shown an example of a complete quote request process. Finally, take the time to evaluate the activity, giving the adults the opportunity to share their achievements and the fears they may still have.

1 Describe the service you want to acquire and organise the attachments (images or videos)

2 Register and access the suggested site

3 Find out more about the available companies and professionals

4 Explore the personal area and the quote request form

5 Evaluate the activity of requesting a quote

Suggestions & Tips

This activity works best when the adult or adults are really looking for a quote they need at that time. Alternatively, other situations can be taken advantage of, such as when, for example, an event is being organised that involves the contracting of services, whether entertainment, construction or even sewing.

Remember that the registration on the platform indicated here implies the prior existence of a personal email. Therefore, this requirement must be met before proceeding. This is a great opportunity to go to the "Get to Know Gmail" activity, also available here.

Security & Digital Identity

The use of the PedirOrçamentos (Request Quotes) platform implicates, on the part of the users, that they provide information and personal data that will be archived in a confidential database, which cannot be transferred to third parties, nor divulged. Nevertheless, it is always very important to verify the type of information disclosed on the Internet and at what stage of the process it is done. For more information on the processing of personal data of users and suppliers of this service, we suggest a careful reading of the Terms and Conditions described at **http://goo.gl/sKWqXi.**

Cloud storage

Necessary resources

Equipment: Computer with Internet connection
Applications: Email | Dropbox Service

Information

Brief description

In this activity, we suggest that adults explore one of the many services for storing, organising and backing up files of any type (image, photo, video, presentation, spreadsheet, PDF, etc.). The intention is for them to create an account in an online file storage service, know the advantages and limitations of this type of service, explore the various possibilities of managing and organising files in the cloud and learn how to access their files securely in any place and at any time.

Justification

In a short period of time, we no longer need to purchase external drives to store all our digital documents or flash drives to carry and share gigantic files. Today, there are many good and free options to save and share our files, without worrying about their size!

Learn what?

→ Become aware of the advantages and limitations of services for file storage in the cloud.
→ Create an account in an online archive storage service (Dropbox).
→ Send files to the chosen service simply and quickly.
→ Access previously saved and organised online files securely, from any computer and from any place.

Notes & Links for tools

The Dropbox service (**https://www.dropbox.com/**) is one of the first cloud storage and file synchronisation services (2008), and is still one of the most complete and most popular services today. As an alternative, it may be interesting to listen to the adults relative to the services they already use and propose the exploration of Google Drive, which also has an interface in Portuguese (BR). The new trends and investments many companies have been making in this area of cloud computing can be found easily online.

Description of the activity

An interesting way to start this activity would be to survey what adults already know about the various possibilities available today to save and share files online using the so-called cloud storage services.
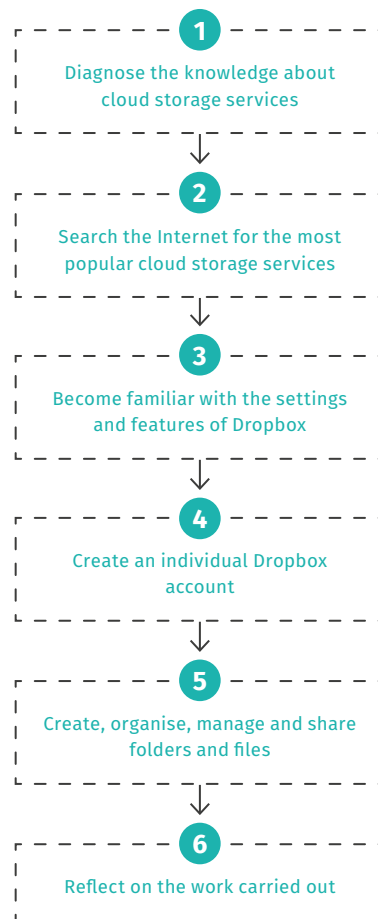It can challenge adults to search the Internet for information about the most popular services in this area by discovering and organising the main advantages and limitations of each.
Then, if you have a personal account in Dropbox, show the adults the settings of this service and share your experience in organising, managing, accessing and sharing files of different types.
If you feel the need and sense there is an interest in improving familiarity with the settings, features and resources of this service, suggest that each adult do the Dropbox Tour available in Portuguese (BR) at **https://www.dropbox.com/tour**.
Then propose the creation of an individual account in Dropbox and help the adults in the exploration of its functionalities, eventually starting with configurations (profile, account and security), according to the needs and interests they have demonstrated.
Next, ask the adults to create folders and organise their files, guiding them in this task whenever necessary. To explore the folder or file sharing feature, suggest that an adult create a folder specifically for the group and invite all group members to join that folder.
Complete the activity by assessing the work done, encouraging the identification of successes achieved and the difficulties still to overcome.

1 Diagnose the knowledge about cloud storage services

2 Search the Internet for the most popular cloud storage services

3 Become familiar with the settings and features of Dropbox

4 Create an individual Dropbox account

5 Create, organise, manage and share folders and files

6 Reflect on the work carried out

Suggestions & Hints

So each adult can make the most of this service, it would be very interesting for each one to develop this activity on their own computer, and immediately experience, in a personalised way, all the necessary procedures for the installation and subsequent management of Dropbox.
In order to clarify any doubts that may arise regarding the service selected for the development of this activity, encourage the adults to independently seek the necessary help by using the Help Centre of the service itself, available at: **https://www.dropbox.com/help**.
To further benefit from the file sharing system that Dropbox offers, encourage adults to explore the existing extension for Google Chrome to send multiple files, or file folders via email. Note that this feature is useful only for users of this browser, with a Gmail account. The "Dropbox for Gmail" extension can be installed in Chrome from this page: **https://goo.gl/qSH9d8**.

Security & Digital Identity

Before creating an account in the service we have suggested for the development of this activity (or in another considered to be more relevant), suggest that the adults carefully read the terms of the service chosen and clarify any doubts that may arise before joining. For more information on the Dropbox Terms, visit the page dedicated to this subject at: **https://www.dropbox.com/terms**.

Always the latest!

Necessary resources

Equipment: Computer or mobile device (iOS, Android or Kindle) with Internet connection

Applications: RSS reader (Feedly), whose subscription requires an account previously created on Google, or one of the following services: Facebook, Twitter, Microsoft, Evernote.

Information

Brief description

In this individual activity, we propose the selection and organisation of digital content on relevant topics at a personal level, using an RSS reader as a personal organisation and management strategy to collect in a single place all the information available in websites that provide syndicated content (Rich Site Summary – RSS feeds).

Justification

The Web is today an ocean of information, a source of knowledge and inspiration. Every day, at all times and in the most varied places, news, curiosities, exciting stories or information of relative interest flourish. If we want to be updated just follow the news from our favourite websites!

Learn what?

→ To increase the knowledge about the characteristics of feeds (e.g. most common formats, computer language used for Web pages, symbols used on websites to indicate the possibility of subscribing to feeds, etc.)

→ Group content available on websites that provide previously selected RSS feeds in one place.

→ Create and manage several thematic collections of content, according to personal interests and motivations, using the features of the Feedly reader.

Notes & Links for tools

Feedly, available at **https://feedly.com/**, is a highly captivating, simple to use and very useful application to obtain, organise and gather up-to-date information on the most diverse topics and subjects of social life. It also has the particularity of being available for several systems (iOS, Android and Kindle). To use this application, you must provide the data of a previously created account for other online services, such as Google, Facebook, Twitter, Microsoft or Evernote.
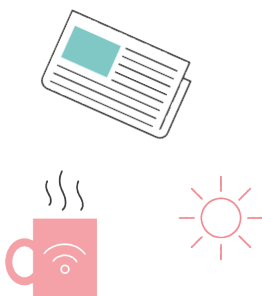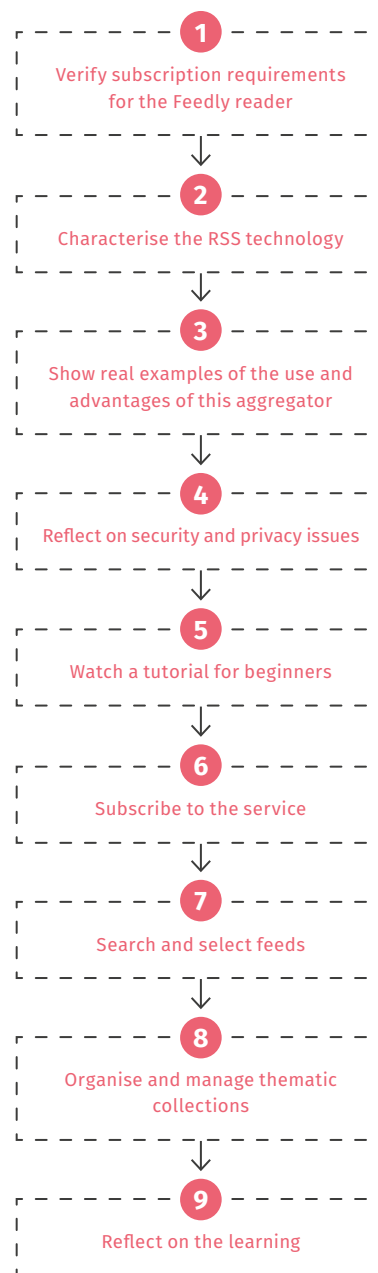
Description of the activity

Begin this activity by making sure that all the adults have an account to subscribe to the chosen RSS reader (Google, Facebook, Twitter, Microsoft, or Evernote). Then to motivate participants, you can show them your own organisation of RSS feeds, clarifying the nature of RSS technology, in particular its benefits, but also possible drawbacks

Make use of this initial moment to introduce the Feedly environment, referring to its privacy policy. Although it is a very easy-to-use tool, it may be useful to present one of the many tutorials available on the web (e.g. Feedly Tutorial for Beginners at **https://goo.gl/5FiJgX**). Meanwhile, encourage the subscription to this service by asking the adults with whom you work to access the main page and follow the indicated steps after clicking on «Login».

After this task, the Feedly account will be automatically activated and ready to start the selection and organisation of the preferred contents of each one. During this stage, let the adults explore the tool's own search box by typing a word that describes a topic of their personal interest (e.g. cooking). In a few seconds they will have access to a wide range of content published on various websites, but also to a set of topics related to the word used in the search (in this case, recipes, gastronomy, food).

Ask the adults to independently explore the suggestions presented and to add to their personal lists of feeds the contents that interest them the most, creating several thematic collections according to their own personal needs and motivations.

Finally, put aside some time so that the adults may share what they have learned, evaluating the realisation of the proposed objectives.

1 Verify subscription requirements for the Feedly reader

2 Characterise the RSS technology

3 Show real examples of the use and advantages of this aggregator

4 Reflect on security and privacy issues

5 Watch a tutorial for beginners

6 Subscribe to the service

7 Search and select feeds

8 Organise and manage thematic collections

9 Reflect on the learning

Suggestions & Tips

It may be interesting to ask adults to research the topic and to organise their ideas collectively, using, for example, a digital mural (such as Padlet). To facilitate this task, previously prepare the environment in which the group can visually display the selected information to expand the topic. If you choose this option, more time will be necessary for this activity to be successfully completed by all.

Security & Digital Identity

Reassure adults by emphasising that the information collected about users is intended to tailor and customise each individual's experience to their special interests.

First conversations via Skype

Necessary resources

Equipment: Computer or mobile device (smart phone, tablet…) with Internet access and Webcam (for video call) | microphone and headphones (or headset).

Applications: Skype Online communication system | Email account

Communication   Leisure

Brief description

This activity is intended to help adults gain familiarity with Skype, both with regard to the steps required to join this service for free and to organise their contact lists, as well as with regards to online privacy and security.

The proposal also suggests that adults test the various communication possibilities, using voice and video, in addition to the written message.
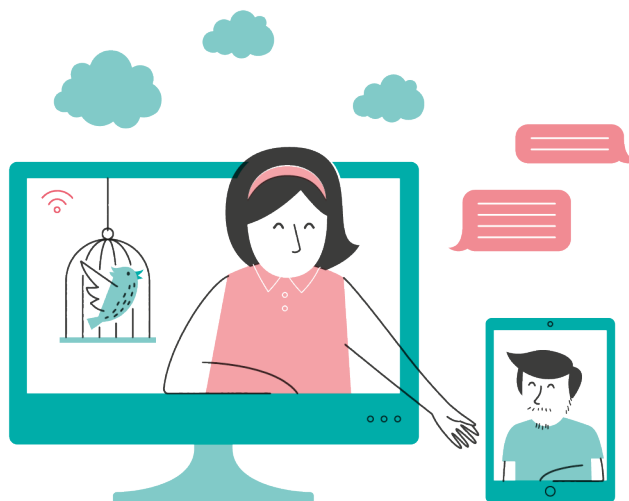
Justification

The Internet is today an important and alternative channel of communication between people. Skype is one of the most well-known services for voice and text conversations, in addition to enabling its users to upload multimedia files. It is considered by many as the best programme to make video calls in real time!

Learn what?

→ Create a Skype account.
→ Organise a contact list.
→ Establish online communication by voice, text and video.
→ Know and apply privacy and security policies.

Notes & Links for tools

To facilitate the exploration of Skype, we suggest that you verify that the computers (or other devices) the adults will use are authorised to install applications. In addition, make sure you already have an email account to subscribe to this application. The Skype service is available at **http://www.skype.com/pt/**. The download is free, as well as the use of many of its features. Alternatively, it may also be interesting to test the recently launched Skype Web version, which only needs the installation of the respective plug-in. For more information on this new possibility see the Help section of the service.

Description of the activity

Estimated time: 1 session of at least 2 hours

To start this activity, suggest that adults share their experience and knowledge about the most common forms of distance communication. Use this time to highlight that real-time Internet communication is already more common today than conventional telephone calls, and one of the ways to take advantage of this connectivity is to use applications like Skype.
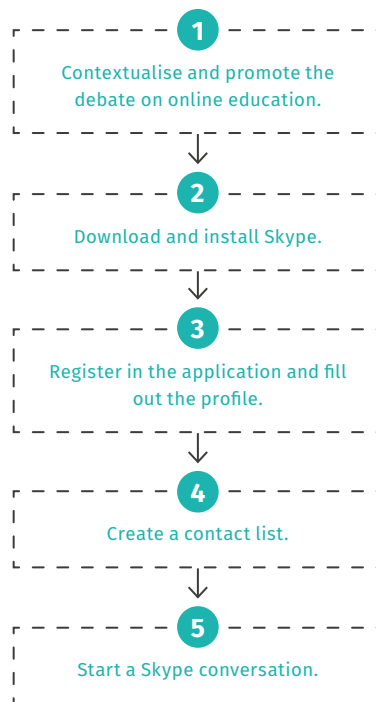
Next, ask adults to access the Skype website and follow the steps to download and install the application on their computer, or on another device with an Internet connection.

Once installed, it is necessary for each to create a "Skype account" by filling in the information on the form, indicating a <username> and a <password>. It is very important to provide the email information correctly so that they can recover the password later, in case they forget it!

Monitor them whilst they fill in the profile information, ensuring that they provide only the data needed for their personal identification and a photo. Take this opportunity to discuss with them the concepts of security and privacy.

To start chatting via Skype, it is necessary to find the person you want to talk to and add them to the "contact list". In order for each adult to begin composing their contact list, have them search for the "Skype name" of each one of their classmates and submit a request for contact authorisation. Then, if necessary, help them follow the procedures for accepting classmates' requests and verifying that they are on their lists. After that, they will be ready to start a conversation!

For everyone to experience a first conversation with Skype, you can ask them to organise themselves in pairs and carry out voice calls or video calls. You can also suggest that they exchange text messages using emoticons to express their emotions.

1 Contextualise and promote the debate on online education.

2 Download and install Skype.

3 Register in the application and fill out the profile.

4 Create a contact list.

5 Start a Skype conversation.

Suggestions & Tips

During the Skype account creation phase, suggest avoiding the use of special characters or spaces in your "Skype name". It is preferable to use simple words with letters and numbers, for example.

During the development of the activity, you can also propose participating in a group conversation, using the audio call and adding each to the conversation. For video calls, instead of clicking the phone icon, simply click the camera icon. This will allow you to start a video conversation with the person's image appearing on the screen when they answer!

Schedule other sessions to explore with the adults the various ways to share media files via Skype and even on the computer screen.

Security & Digital Identity

Skype enables you to define three levels of privacy for the items contained in the profile. For example, it is possible to make information confidential (only the account owner sees it), visible only to contacts, or public (everyone who accesses Skype can see it). Sometimes, contact requests can be received from people we do not know. Discuss this with the adults, leading them to reflect on the risks inherent to accepting contact requests made by strangers!

Get to Know Gmail

Necessary resources

Equipment: Computer or mobile device, Android or Apple, with Internet connection

Applications: Email service (Gmail) | Chart software based on ready-made models (e.g. Infoactive, Piktochart or Easel.ly)

Communication   Creation   Information

Brief description

This is an activity which proposes creating an email account quickly and securely in Gmail. The focus will be on learning the steps required to create and configure this account, as well as creating opportunities and space so that adults can also become aware of the advantages and risks associated with email. They will also be challenged to create a contact list, compose and send messages with attachments, in accordance with their needs and interests.
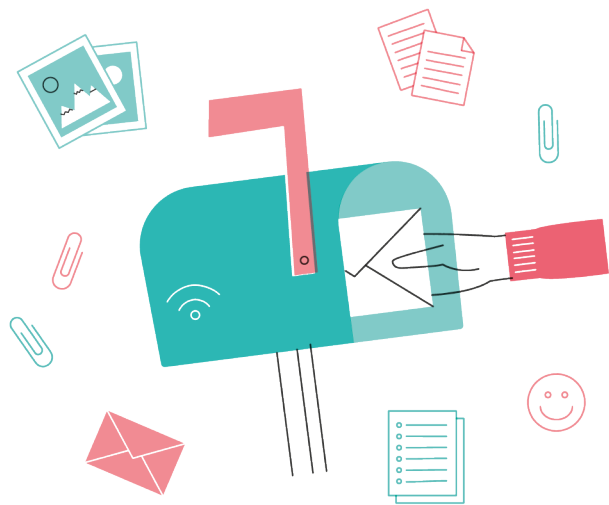
Justification

Nowadays, it is practically impossible to live without an email account! In addition to continuing to be one of the most widely used communication tools, it is also an essential requirement for the use of virtually all services based on digital network technologies.

Learn what?

→ Know the advantages and risks associated with email.
→ Subscribe to an email account in Gmail.
→ Set up the account (select a theme, change the profile picture, etc.).
→ Create a contact list.
→ Write and send messages with attachments.

Notes & Links for tools

Gmail, created in 2004 by Google, is considered to be one of the best webmail services available, enabling any user to access all Google services (and many others!), with the same name and password. In addition, it offers plenty of free storage space (15 GB), it has anti-spam tools and allows you to view conversations and messages, related to the same subject, in a single window and in the chronological order the messages were sent.

Description of the activity

What is email and what is it for, anyway? – This may be one of the innumerable questions used to start the activity proposed here, awakening the attention and curiosity of adults, but not only! It will also enable the sharing of various experiences of using webmail services, thus facilitating the identification of aspects to be improved for the successful use of such services, specifically Gmail. Meanwhile, introduce the main advantages of email, an indispensable tool for communicating and exchanging important messages, personal or professional, in an efficient and very quick manner. Also, take advantage of this moment to address the dangers an email message may present. In order to involve adults in this task, it would be interesting to propose the joint search and organisation of the main ideas on the subject, suggesting, for example, the joint creation of a chart, using software based on ready-made models (e.g. Infoactive, Piktochart or Easel.ly).

Then, respecting the interests and needs of each one, book a session so that adults who do not already have a Gmail account can do so by exploring different configuration possibilities (select a theme, change the profile image, etc.), including creating a contact list and composing and sending messages with attachments to at least one of their contacts.

To finalise this activity, ask the adults to send you, via email, a brief report of the experience, highlighting the lessons learned and the interest this tool may have in their personal and professional lives.

1 Share experiences of using webmail services

2 Systematise the advantages and care to take when using email

3 Subscribe and set up a Gmail account

4 Create a contact list

5 Compose and send messages with attachments

6 Write and send report of life experiences

Suggestions & Tips

Although this activity has been designed to familiarise adults with the main features of Gmail, it may be appropriate to plan more complex tasks for those who are more advanced in the use of email. To support this task, we suggest that you check the Gmail tips and hints page at **https://goo.gl/KsvKBW**, where you will find different ways to respond to their differentiated needs and interests. It may also be the case that some adults already have an email account and do not consider it necessary to create another. After knowing the advantages of Gmail, taking into consideration the service they have, there will certainly be details that can be expanded upon. In these cases, propose a personalised learning plan, based on a previous assessment, in order to improve their skills in the use of the email they already have. Alternatively, why not ask for their collaboration by challenging them to help adults who are at an early stage?
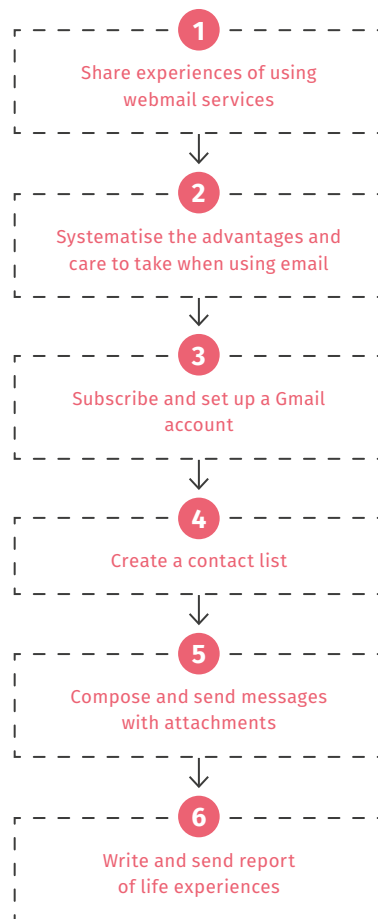
Security & Digital Identity

You will find various tips and suggestions on the Internet to maintain any type of email account secure. The first basic rule of security and privacy is to create a secure password, unrelated to personal information, and to use a combination of numbers, symbols, and letters (uppercase and lowercase). Check out this and other tips to help prevent unauthorized access to email at **https://goo.gl/naHJXS**. For more information, consult the 'Gmail Security Checklist' at **https://goo.gl/T1Auut.**

Another window to the world!

Necessary resources

Equipment: Computer or mobile device with Internet connection
Applications: Twitter | email account to create account and log-in

Communication

Brief description

In this activity, adults will have the opportunity to discover the potential of Twitter, familiarise themselves with the basics of its use (e.g. tweet, tweeting, retweeting, direct message, hashtag or bookmark, etc.), find friends, find people with common interests and create lists on the most varied topics to follow what is shared in this social network. It is hoped that everyone will acquire a sufficient level of preparation to start tweeting in a secure manner on the most diverse topics of personal and/or professional interest.

Justification

The ability to connect with people we enjoy and share our interests with is a reality present in our lives and manifested mainly in social networks. It is therefore important to better know the resources we have at our disposal to share ideas with others in an increasingly efficient and secure way!

Learn what?

→ Create a Twitter account and configure the account settings (basic settings and language, security and privacy).
→ Create and correctly use hashtags and other Twitter features (personalisation of the account based on the indication of interests and the transfer of contacts, searches, alerts, notifications, addition of photo, etc).
→ Discern what information can be shared publicly and what should be shared privately (using direct messages).

Notes & Links for tools

Twitter (**https://twitter.com/**), created and launched in 2006, is considered a micro-blogging platform, as well as a social network where users can publish short messages, which can be accompanied with images and audio and video files.
It is an ideal tool for those who like to receive and publish information in real time, in a concise and pragmatic way. It is also available for mobile devices, namely for iPhone, iPad, Android, BlackBerry and Windows Phone.

Description of the activity

Prepare for this activity by selecting three or four profiles on Twitter to show the adults with whom they will work, the type of information they can find on this social network, as well as the various forms of expression and communication available there.
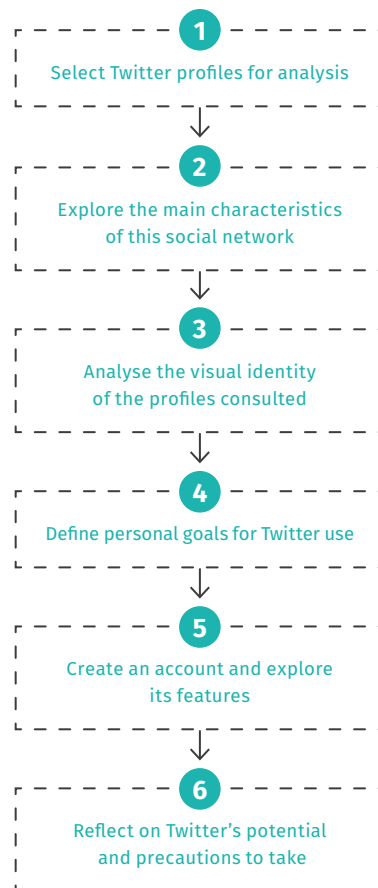
Then, in practice, by introducing the main characteristics and features of Twitter, you can help the adults to see the similarities and differences between this social network and others they may already know and use, especially with regard to the language used.

Also, use this initial time for adults to analyse and discuss the visual identity of the profiles consulted, carefully observing the characteristics of the information provided in the profile, the image used for the page's background, the existence of a logo and others forms of contact, etc.

Once this has been completed, adults will be aware that they can use this service to either follow close-up people they like or to keep up-to-date with news from their favourite team, for example. However, they can also use it to share thoughts or give news about the world around them or on any subject about which they are passionate.

Next, allow some time for each to set at least one goal to use this social network and help them in creating a personal account. Closely follow their exploration of the features this service offers to express and communicate with the world, mediating the tasks inherent in the editing of tweets, definition of hashtags, use of direct messages, etc.

In order to assess the work carried out, it may be interesting to ask the adults to share opinions, ideas and thoughts about the process and the results of this experience in a group account previously created on Twitter.

1 Select Twitter profiles for analysis

2 Explore the main characteristics of this social network

3 Analyse the visual identity of the profiles consulted

4 Define personal goals for Twitter use

5 Create an account and explore its features

6 Reflect on Twitter's potential and precautions to take

Suggestions & Tips

It is important that the examples of Twitter that you select to show the adults demonstrate a variety of uses and purposes, showing, for example, some which are more linked to business and advertising strategies, and others of a more personal nature. As an alternative to creating a personal account, you can suggest creating a group account to share information about certain topics or subjects, such as **@GlossarioTwitter**, or for the development of creative writing, suggesting the writing of a collective story. To get inspired, read the story "**@Re_vira_volta: uma experiência em twitteratura**" (a twitter experience) by André Lemos, which gave rise to a book in digital format and which can be obtained free of charge through Google Play or the Kobo e-Book service.

Security & Digital Identity

Remember that the information, content and material shared via Twitter, as well as being instantly viewable worldwide, are also subject to a free worldwide license to be used, copied, reproduced, processed, modified, published and transmitted via all types of media or distribution methods already available or which later may be developed. For more information on these and other online security and privacy questions, please read the Terms of Service, available online at **https://twitter.com/tos**.

Telephone calls at (almost) zero cost!

Necessary resources

Equipment: Any device with Internet connection (computer, tablet, smart phone…)
Applications: Viber

Communication

Brief description

The objective of this activity is for adults to install Viber and learn how to make free calls to any of the contacts stored on their mobile phone and who already have (or will have) this tool installed on their mobile (smart phone).

Justification

With applications like Viber, we can make free voice and video calls to our family and friends or send and receive written messages. What a few years ago was still science fiction is now within the reach of everyone, as long as they have a device with Internet connection. It is, therefore, a great way to follow the people we like and share with them our fortunes and misfortunes!

Learn what?

→ Download and install Viber on a mobile phone (it can be installed on a computer and/or tablet)
→ Establish a connection with a contact that already has Viber.
→ Participate in open groups created in Viber.
→ Create an open group and invite friends or family members.

Notes & Links for tools

Access to Viber does not require registration or the creation of an account! Viber uses your telephone number as your "identity." Once you download the application, you will receive an access code via SMS or a specific link to activate Viber. The access code ensures that you are the actual owner of the phone number, preventing others from obtaining your access code and making calls using your caller ID. The Viber application is available for any operating system, i.e. Windows8, IOS, Android, Windows Phone, Blackberry and Nokia. Although this activity involves the use of a smart phone, Viber can also be installed on the computer, be it Windows, Mac or Linux. You can do this at **http://www.viber.com/pt**.

## Description of the activity

1 Install Viber on a smart phone

2 Synchronise the existing contacts

3 Identify friends or family members who already have Viber installed

4 Call one of these people and talk to them about this new tool

5 Explore and participate in thematic groups

This activity has two major steps: a previous step, to create the necessary conditions for all adults to be able to install Viber on their smart phones or even on their personal computers; a second step with the objective of specifically exploring this tool's features, whether establishing a connection with another person or participating in open thematic groups.

You should start by checking who has mobile phones with the capacity to install Viber. Some of the adults may not yet have smart phones, so you can also explore the possibility of installing the application on personal computers.

After that verification, you should help the adults install Viber on their devices and synchronise the existing contacts. This is a task which may frequently involve your intervention, so put aside some time to do so. After the synchronisation, ask them to check through the contacts to identify a friend who also has Viber and who they would like to talk to at the time.

The next step will be to establish a connection with one of the contacts. This is the phase involving greater independence and enthusiasm on the part of adults. Spend some time allowing them to enjoy the opportunity to talk to the people they have chosen before exploring the open groups. Participating in open groups in Viber relative to topics of interest to them, may be an activity started by you, but with a longer application outside this work session. If you still have some spare time, you can go a little further and create an open thematic group with the adults, so they can invite friends or family members.
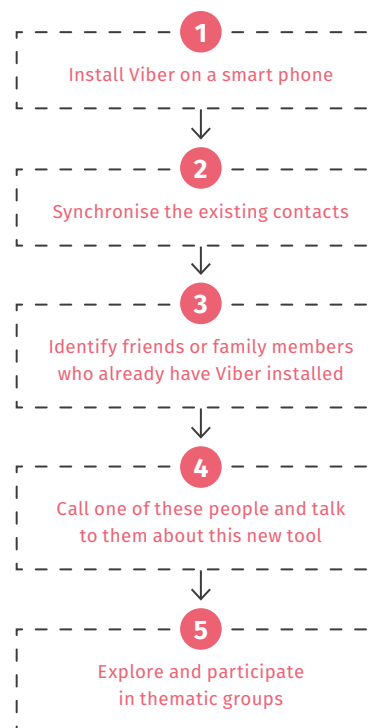
Suggestions & Tips

Open thematic groups allow us to be connected to people we admire (celebrities, musicians, sportspeople, movie stars, etc.), receive up-to-date information about their activity or interact with them, for example, in live interviews, which we sometimes have the opportunity to watch on television. Only after adults are comfortable enough to call and talk to other people, organise the activity so that an open group can be created on a topic of interest to all and where all adults present can participate and make invitations to others friends.

Security & Digital Identity

The Viber website contains extensive information on the care to be taken in the use of this tool, namely in terms of security and safeguarding of identity when communicating through the Internet. Take a few minutes and talk to the adults you work with about the dangers and the rules of conduct which should always be considered during electronic communication.

Online Curriculum vitae

Necessary resources
Equipment: Computer with Internet connection
Applications: Europass Web Portal; Online Europass Editor

Creation

Day-to-day

Brief description

In this activity, it is first suggested that the adults explore and identify the determining characteristics for the elaboration of a Curriculum Vitae (CV) that makes the difference. Based on this knowledge, it is proposed that the resources made available on the Europass website be explored and, finally, prepare an online CV using the online editor specifically designed to present competences and qualifications in a clear and effective way.

Justification

Currently, with the demands of a constantly evolving job market, the CV is an indispensable personal marketing tool for those looking for new job opportunities!

Learn what?

→ Recognise the importance of a well-structured CV in getting a job.
→ Find and explore the resources and tools which facilitate the presentation of the qualifications and skills of any European citizen.
→ Create a CV using the Europass online editor.
→ Export the CV created online by selecting a format which will facilitate later updates.

Notes & Links for tools

A very interesting particularity of the Europass online editor suggested here for this version of the CV, available in Portuguese at **https://goo.gl/efVRpk**, is the fact that it is not necessary to make any subscription to the service, making it a tool that is truly accessible and open to all!
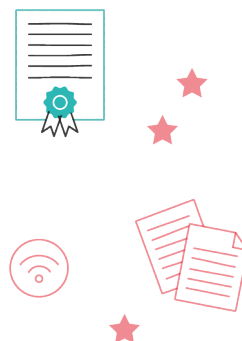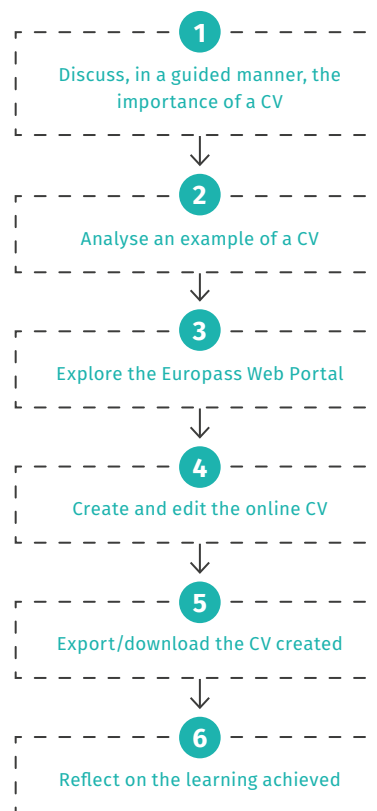
Description of the activity

Based on the experiences of adults, propose a discussion that leads to the identification of the determining characteristics for the elaboration of a CV which makes the difference. A good idea to encourage discussion may be to analyse one of the many examples of CVs completed according to the model and instructions defined by Europass.

However, allow some time for the adults, individually or in small groups, to explore the information and resources available on the Europass Web Portal (**https://europass.cedefop.europa.eu/pt/home**), helping in this task according to the needs of each one.

Having become familiar with the resources, ask them to access the Europass online editor and fill in the predefined fields for the elaboration of the CV. Remind them that all predefined fields are optional, so those that are not filled in will be automatically removed.

After finishing the online version of the CV, ask the adults to download the created file, selecting the format that suits them best, as well as the place where they want to export the file (computer, email, Dropbox, Google Drive, OneDrive). It is important to remind them that only files in the "Adobe® XML Europass PDF + Europass XML" format can be imported and updated online at a later time in the Europass editor, so this will be the best option to chose to later update the CV.

Finish the activity by proposing a large group discussion about the lessons learned, considering the previously defined objectives.

1 Discuss, in a guided manner, the importance of a CV

2 Analyse an example of a CV

3 Explore the Europass Web Portal

4 Create and edit the online CV

5 Export/download the CV created

6 Reflect on the learning achieved

Suggestions & Hints

As an alternative to the online version, you can first download the documents available on the Europass Web Portal, namely the template and its respective instructions, available in Portuguese at **https://goo.gl/FVhNC4**. This option is especially interesting for cases where the speed of the Internet connection is slow, as well as in cases where adults still do not feel very confident in browsing and editing online.

Before starting the task of editing the CV, you can ask the adults to organise certain information previously, namely information related to professional experience, listing dates, functions or positions held, names and addresses of employers, main activities and responsibilities, etc., following the guidelines defined in the model itself. This preparation task will be particularly useful for adults who already have extensive professional experience. If you choose to do this in the context of the training course, more time will be necessary to complete this activity.

Security & Digital Identity

As is often the case, the Europass site uses cookies, allowing the website to memorise the actions and preferences of its users. For privacy and security reasons, it is sensible to periodically delete cookies by configuring the browser you use to remove them whenever it is closed, for example. The management of cookies varies slightly from browser to browser, but you will find on the Internet several aids for each case. See, for example, the procedures indicated by Microsoft at **http://goo.gl/aV5Zfn**.

Registering and sharing knowledge

Necessary resources

Equipment: Computer or mobile device (smart phone, tablet...) with Internet connection

Applications: System for online content management (Wordpress)

Creation   Information   Communication

Brief description

In this activity, we will create a personal blog using the resources of WordPress, and use it to interact with other people. The main idea is to propose that adults create and share content online, encouraging them to keep a digital news diary about a subject (or variety of subjects) that they like, and create a virtual community around them. For example: a personal recipe book, reading tips and/or excerpts from their favourite poems, among other things.
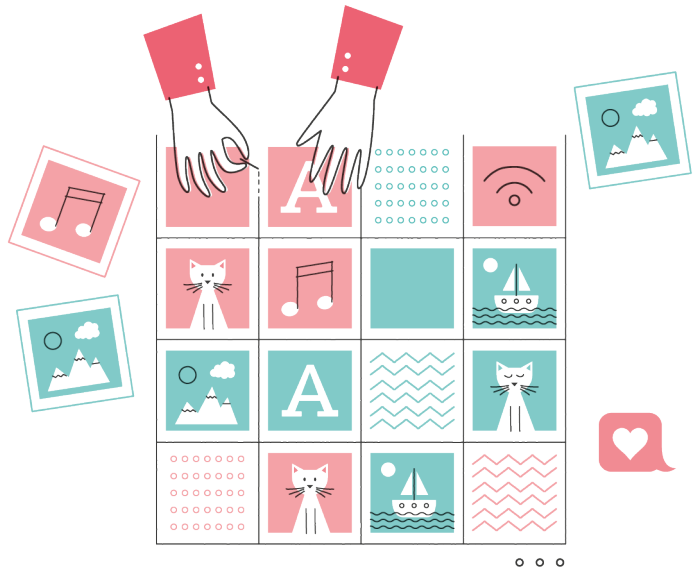
Justification

Blogs have been widely used as digital information sharing vehicles, enabling the disclosure of a variety of subjects. Becoming an online content producer is something that is available to anyone with ideas to share.

Learn what?

→ Create an online content sharing space.
→ Produce multimedia texts with links.
→ Elaborate a newsletter or newspaper.
→ Develop a thematic online space.
→ Invite family and friends to follow the space.

Notes & Links for tools

The WordPress service is available at **http://pt.wordpress.com**. Before starting the activity, make sure that the adults have an email account to be able to subscribe to the application. It can trigger new ideas and awaken even more interest in the use of the resources that this service offers, posing some initial questions, such as: What type of writing should be used in this type of space? What kind of resources can be used in a blog to attract more readers? Should we invite others to participate in the drafting of texts? Should we let our readers comment on what we write?
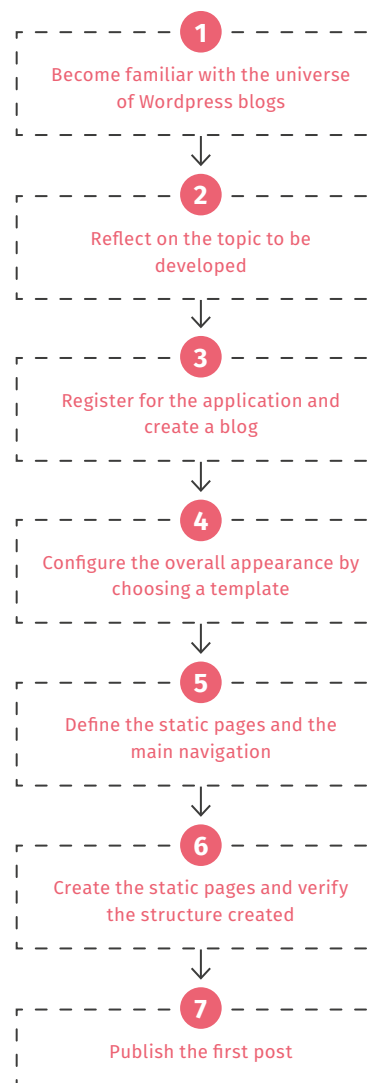
Description of the activity

Start the activity by questioning the adults about the informative and interactive aspects of the Internet, speculating how the creation and dissemination of content on the network takes place. Take this opportunity to present your personal blog (if you have one) and other blog examples, discussing with them the theme chosen by the author, their general appearance or visual model and the forms of interaction allowed to the readers.

Next, ask the adults to think about a subject they would like to explore and advertise on their personal blog. At this point they can choose a significant title for the blog and check if there are already other blogs with the same name or which present the same subject as they have chosen.

To start creating the online content sharing space, they need to register for the application and create a blog address in the format: <blogname. wordpress.com>. Once they have registered, they can start to define the blog structure. A theme can be chosen by accessing the "Appearance" or "Presentation" menu, "Themes" option.

After the theme has been chosen, it may be interesting to think about static pages, for example, "about me" and "contacts", and what the main navigation structure will look like. Guide the adults to keep this initial structure in place and view the blog to see if it looks the way they want. Finally, to start posting blog content, direct the adults to access the "Post" and "Add New" options in the menu. Just choose a significant title and insert the text (and pictures) on the subject they want to publish. Ask them to note the options for posting a publication, including saving it as a draft, scheduling for later publication, posting it as private, and entering categories and tags.

1 Become familiar with the universe of Wordpress blogs

2 Reflect on the topic to be developed

3 Register for the application and create a blog

4 Configure the overall appearance by choosing a template

5 Define the static pages and the main navigation

6 Create the static pages and verify the structure created

7 Publish the first post

Suggestions & Tips

It is suggested that this activity be developed individually. However, if you are working with a large number of adults – or with a limited number of computers – you can adapt it to be done in pairs or small groups. The main difference will be in the type of work, of a collaborative nature, to select the theme and the topics to be treated. There are numerous video tutorials on the Internet on how to create a blog using Wordpress. If you find it interesting and necessary, start this activity by presenting some of these resources.

Encourage the adults to use the "links" feature to expand the content displayed by establishing links to images, other blogs, and websites with materials that enrich the theme chosen. To experiment with the "comments" feature, suggest that one adult comment on another adult's blog.

Security & Digital Identity

Explain how to customise their WordPress profile, if necessary, and guide the adults in consulting the Privacy and Security Policy for the service. Blog posts can be open to comments from visitors if allowed by the author. Images and other published content must be free of copyright and properly referenced.

Thoughts with style

Necessary resources

Equipment: Computer with Internet connection
Applications: Email | Notegraphy Platform |
Social interaction service | Instant messenger

Creation Communication

Brief description

This activity aims to provide adults with an opportunity to create a personal space for expressing ideas, feelings, emotions and thoughts with an engaging and refined look. Using the features of Notegraphy, the main proposal consists in transforming original ideas and thoughts into small typographic works of art, with modern and very captivating styles, which can be shared by email, instant messengers (e.g. WhatsApp, Messenger) or through social media networks (e.g. Facebook, Twitter, Instagram).
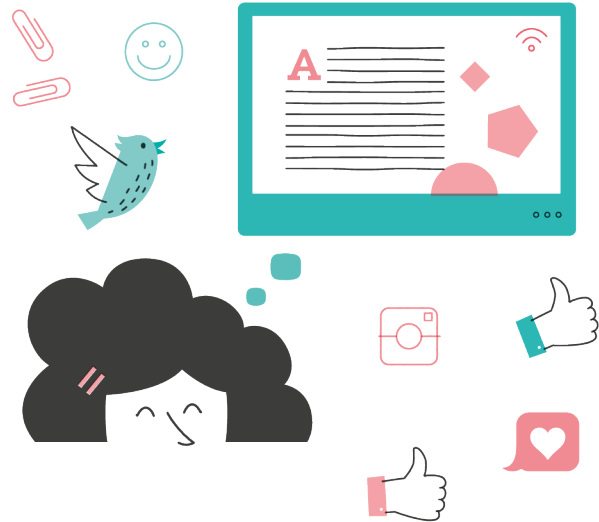
Justification

Creating an engaging visual for a particular content that appeals to and captivates the reader is now within the reach of all citizens, regardless of their artistic ability. The Notegraphy application, providing more than 40 templates created by renowned graphic designers, is one of the best options to give a touch of refinement to any thought!

Learn what?

→ Transform ideas and thoughts into artistic creations.
→ Create an online gallery of typographic compositions.
→ Share ideas, sensations and feelings creatively, by email, instant messenger or through social networks.

Notes & Links for tools

Access to the Notegraphy application (**https://notegraphy.com/**) requires a subscription, which can be done through the indication of an email address ("sign up with your email") or, alternatively, using the access information of a Twitter or Facebook account. While this activity has been developed for individual use, it may be encouraging to collectively create content for use. It can be developed on a computer with internet connection, but tablet and smart phone versions are also available, as long as they are compatible with the iOS or Android system.
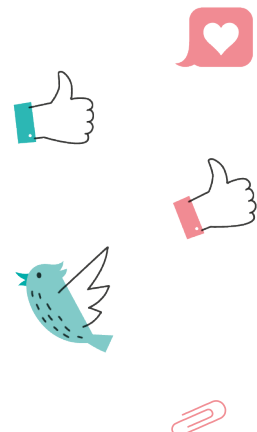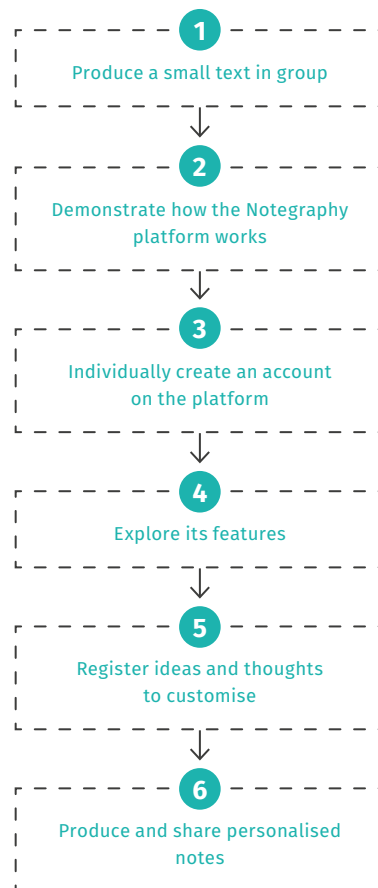
Description of the activity

To motivate the adults, you can dedicate the first minutes of the session to the collaborative writing of a short text, showing them how, with the help of Notegraphy, it is possible to give life and refinement to our ideas and thoughts in just three steps! Use this moment to start a discussion which will encourage the exploration of the group's knowledge about the role of typography in communication processes, typographic fonts, text composition (or layout), etc.

Allow time for each adult to explore the features of Notegraphy. In the meantime, ask the adults to record their ideas, stressing that the purpose of this activity is precisely to create a gallery of ideas and personal thoughts, customised with modern and captivating styles, which they can then share with friends and family through various forms (email, instant messenger, social networks).

Depending on the needs of each adult, help them during the registration process on the platform, paying particular attention to account settings for security, privacy, and social networking. Then let the adults see for themselves how easy it is to turn any idea into a fascinating textual creation. Encourage the creation of miscellaneous notes for various purposes (e.g. invitations, congratulatory messages, festive messages, day-to-day notes, etc.), and let adults share their creations by email or other means of real-time communication.

1 Produce a small text in group

2 Demonstrate how the Notegraphy platform works

3 Individually create an account on the platform

4 Explore its features

5 Register ideas and thoughts to customise

6 Produce and share personalised notes

Suggestions & Tips

The ideas on how to use Notegraphy, published and shared in the service itself ("Some fresh ideas on how to use Notegraphy") are a good starting point, either to explore the application's features or to encourage the development of new ideas and projects in a creative way! As you may note, it is an excellent application to provide a completely new and exciting experience of writing and sharing text, via social networks, by email, or even through instant messaging applications. Activities as simple as the creation of a message of congratulations, friendship, love, personal presentation, etc., or as innovative as the writing of a short text for the presentation of the Curriculum Vitae can be easily developed, according to the various levels of skills and the interest of the group! Check out these and other inspiring ideas at **https://notegraphy.com/howto/explore**.

Security & Digital Identity

Keep in mind that this service allows you to publish personalised notes on public social networks, but the responsibility for the published content lies with the user. It also enables the creation of notes for business purposes, provided the user makes explicit mention of the application ("Made using Notegraphy"). If in doubt about the uses of personalised notes with Notegraphy, it is best to contact the service by email (**hello@notegraphy.com**).

Creative photos

Necessary resources
Equipment: Mobile device, iOS or Android with Internet connection
Applications: LiPix, Email, Instant messenger, Social network

Creation

Leisure

Communication

Brief description

This activity aims to provide adults with the creation and editing of creative and original images. Through the LiPix application, adults can create collages with multiple photos in a frame by combining their photographs with text, icons, symbols and emojis, resulting in unique, customisable photos to share with family and friends via email, instant messengers (e.g. WhatsApp, Messenger) or through social networks (e.g. Facebook, Twitter, Instagram).

Justification

The creation of photographic collages, compiling unforgettable and unique moments in original keepsakes, is a relatively simple process. The LiPix application can be a good choice because it offers 90 templates for collages of up to 9 photos, 54 frame styles, different stickers, fonts, colours and text effects.

Learn what?

→ Transform photographs into unforgettable memories.
→ Create original photo collages using imagination and creativity.
→ Share photographs in a unique way, by email, instant messaging or through social networks.

Notes & Links for tools

The LiPix application is designed only for tablets and smart phones compatible with the iOS or Android system. It is free, but requires installation and is available for download at **http://lipixapp.com**.
Once installed, the application works without Internet connection. However to share photo collages you must be connected to the Internet.
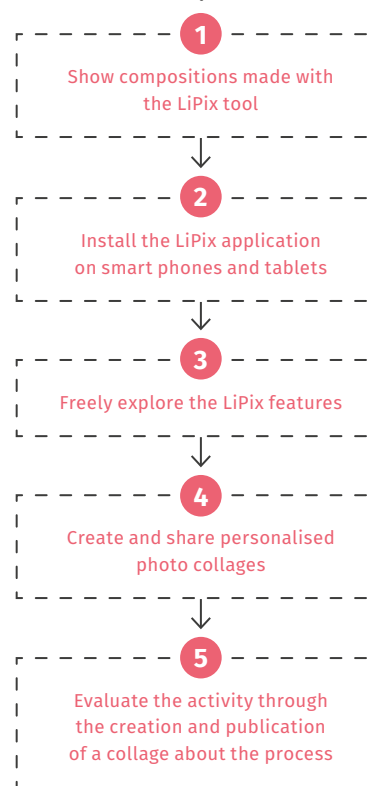
Description of the activity

Make sure that adults have smart phones or tablets in advance and make sure they have photos they want to share already saved on their devices. Otherwise, it will be necessary to reserve a session for them to take some photographs. To spark adult curiosity, show them some photo collages produced with the help of the LiPix application, which resulted in memories with expressiveness, emotion and life, similar to those they can share with family and friends.

It may be interesting to understand the importance of photographic records for adults, listening to the group about when, where, whom and/or what and how they take photographs. In addition, it may be particularly motivating to encourage adults to talk about a photograph they have.

Exemplify how to install the application. If necessary, aid in the installation process by circulating and helping adults who need assistance.

Allow some time for the free exploration of LiPix features, individually or in a group. Then ask the adults to create a collage of photographs, using an original composition, using all their creativity, and share it with friends and family by experimenting with sharing it in different ways: by email, through instant messenger, social networks, etc.

The activity can be completed by capturing images and creating a photographic collage about the activity that will be shared and commented on the group's Facebook page.

1 Show compositions made with the LiPix tool

2 Install the LiPix application on smart phones and tablets

3 Freely explore the LiPix features

4 Create and share personalised photo collages

5 Evaluate the activity through the creation and publication of a collage about the process

Suggestions & Tips

As a form of motivation to use the LiPix application, you can display the video of the service itself – "Six Simple Steps to Make a Photo Collage" (**https://youtu.be/W7lFEvcTSeY**) – which shows in just 30 seconds the six steps necessary to make a photo collage. We also suggest viewing the Facebook (**https://goo.gl/HpbiMA**) and Instagram (**https://instagram.com/LiPixApp/**) service pages to present some photos which show the various possibilities of using this service's features and gain inspiration for their own creations. The creation of photographic collages proves to be an interesting and creative activity, which could promote the making of photo collages for invitations, greeting cards or messages of thanks, friendship, etc., as well as their sharing, through social media networks, email or instant messaging applications, surprising family and friends.

Security & Digital Identity

It must be noted that this application collects some data about its users. For more information, see the service's privacy policy (**http://lipixapp.com/privacy.html**). Another aspect to take into consideration is that the service does not allow the use of photographs or other material created with the application for commercial purposes. Finally, pay particular attention to the reflection on the sharing of photographs on public social networks, as the responsibility for the content published is the sole responsibility of the user.

Online bargain hunting

Necessary resources

Equipment: Computer with Internet connection
Applications: Market services /e-commerce
(online auctions)

Leisure

Day-to-day

Information

Brief description

This is an activity which proposes adults research and analyse online auctions (e.g. Wellbid service), creating for them opportunities to know or to increase their knowledge about what they are and what these spaces are for, to be aware of the diversity of products and services offered, analyse the conditions and rules defined for online bids and share the results of the research and analysis carried out.

Justification

Online auctions have become increasingly popular. With practically nonexistent costs, they are a fast, safe and effective alternative to sell and buy everything you can imagine: cars, houses, motorcycles, clothes, technologies, art, paintings, etc. And often at incredibly low prices!

Learn what?

→ Know the basic characteristics of an online auction.
→ Identify products and services offered through virtual markets.
→ Analyse the conditions and rules defined for online bids.
→ Share the results of the search and analysis.
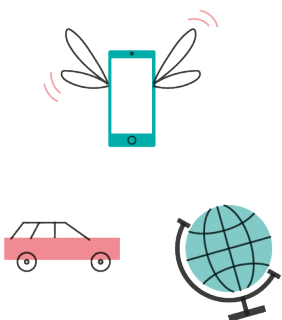
Notes & Links for tools

In order to develop this activity, we suggest that you make a prior diagnosis of the adults' interests to identify and make available to them a significant listing of market/e-commerce services, from which they can select the service that most interests them for analysis. The Wellbid service (**http://www.wellbid.com/**) is an interesting option, given the variety of products it commercialises, but other online auctions can easily be found on the Internet (e.g. Opportunity Auctions, Auctions, P55 – art & auctions, Palace of the Old Post Office, Auctions and Antiquities, …).
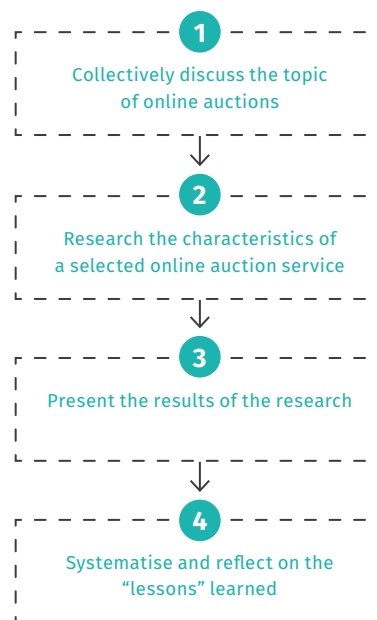
Description of the activity

To initiate this activity, encourage a group debate about the virtual marketplace, the processes of buying and selling products and services online, etc., seeking the result that adults conclude that although there are risks and fraudulent schemes on the Internet, as well as outside, this should not be a discouraging factor in order to get the best out of the experience. Knowledge of such risks and threats is, on the contrary, a crucial strategy for strengthening online security, in this case in virtual environments where buyers and sellers meet to do business that can be very interesting, called online auctions or virtual auctions.

Meanwhile, propose the organisation of interest groups to search online auctions, according to personal interests. Ask each group to select only one site and look for all available information about the products and services available (product categories, for example), the type of information used to characterise these products (incomplete or complete?), what they need to open an account, how to start bidding safely, how to purchase a specific product, how to return the product if necessary, etc.

Set a time limit for this research and propose that each group organise the main ideas according to a set of previously defined research criteria. Reserve some time to share the gathered information, leaving each group to define the best strategy for accomplishing this task.

Finally, dedicate a session to the exhibition and sharing of emerging ideas, knowledge acquired and "lessons" learned.

1 Collectively discuss the topic of online auctions

2 Research the characteristics of a selected online auction service

3 Present the results of the research

4 Systematise and reflect on the "lessons" learned

Suggestions & Tips

For the development of this activity, we suggest previously researching some articles on the characteristics and function of online auctions which can be used as a basis to start the debate on the topic or even as sources of information to be made available to the adults, facilitating the process of searching for relevant information. We highlight, among others, the information provided in Your Personal Finance Portal ("How Does an Online Auction Work" available at **http://goo.gl/Tjptzm**).

In order for the group to expand and broaden its horizons as much as possible on the universe of online auctions available today, it may be worthwhile to suggest that each group explore a different service, chosen from a list you have previously organised. This strategy will also allow you to make the most of the time dedicated to this activity, especially in the case of having a group in which most adults are not yet very comfortable with online search techniques.

Security & Digital Identity

Being an activity that basically consists of researching and organising information about a given topic, the best strategy for maintaining online security and privacy will be to eliminate browser history, downloads and data from saved forms. It will also be relevant to address the main types of problems inherent to the process of buying and selling services through the Internet, highlighting the best strategies for protection against and prevention of fraudulent schemes.

Personalise your online profile

Necessary resources

Equipment: Computer with Internet connection and Webcam
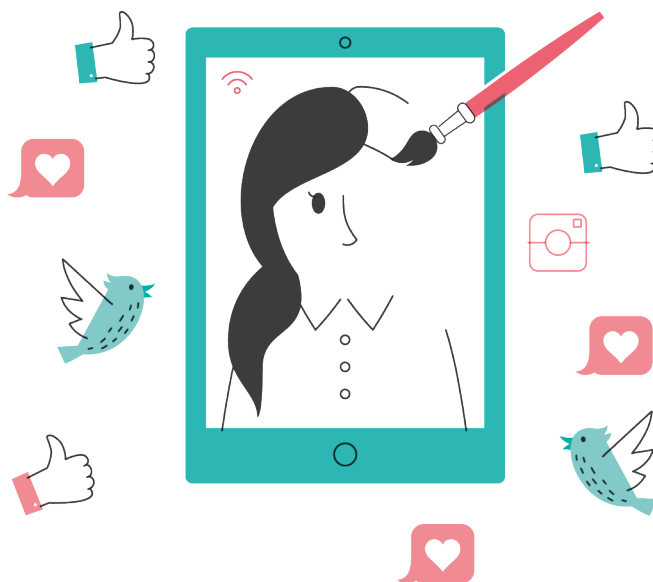**Applications:** AVA Sessions

Leisure

Day-to-day

Brief description

From the numerous possibilities to personalise the online profile, this activity proposes the creation of an interactive digital picture, which generates a three dimensional vision sensation. After obtaining the 3D portrait using the AVA Sessions application, whose use does not require any previous subscription, the personalisation phase of the online public profile comes next. Being that this is an application related to artificial intelligence, you can also take the opportunity for each one to expand this theme according to their personal and/or professional interests.

Justification

The information we choose to display on our online public profile, including our photo, should be managed very carefully. The image obtained with the AVA Sessions application can be an interesting option to use in several types of online services, presenting of a very realistic avatar!

Learn what?

→ Reflect on the challenges and opportunities brought about by artificial intelligence.
→ Create a 3D portrait using the AVA Sessions application.
→ Save and/or share the picture generated.
→ Customise the public profile on online services.

Notes & Links for tools

The AVA Sessions application (**http://ava-sessions.com/**) is part of the promotional campaign for the film, "Ex Machina", released in 2015, which addresses the relationship between humans and robots with sophisticated emotional capabilities. This application, in addition to quickly generating the picture, also does an emotional tracking, analysing and indicating an average value of happiness, surprise, sadness and anger. If you use a tablet, the picture will be generated from a photo saved on the device you are using without emotional tracking.
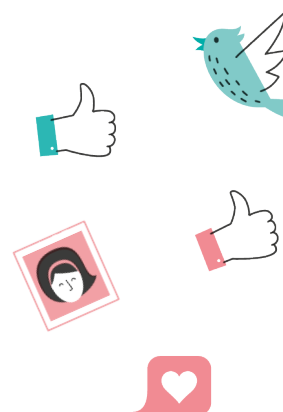
Description of the activity

And how about using the plot, "Ex Machina", released in 2015, to start a large group discussion and explore how adults feel about technological evolution, specifically exploring their ideas about artificial intelligence? What do they think of the relationship between humans and robots with sophisticated emotional capabilities? What do they think about the role of scientists devoted to the creation and development of beings with artificial intelligence, their relationship with others and with society? What web bots or internet bots do they know? How can these programmes be used on the Internet and for what purposes?

After the adults have become familiar with the subject, introduce the AVA Sessions application and, projecting the application for everyone, follow the steps to show how it is possible to get a stunning portrait in just under 3 minutes! During this task, insist on the need to authorise the use of the webcam and align the face according to the already existing markings (eyes, nose and mouth). Once this has been done, just click anywhere on the screen and small lines and dots will begin to appear, gradually becoming the portrait. Demonstrate how to share the portrait on social networks like Facebook, Twitter and Tumblr, or simply download the file to your computer, and then use it as you wish. Encourage adults to follow the indicated procedures, suggesting that they use the picture from this session to customise the public profile of one of their online accounts, helping them in accordance with their specific needs. Allow enough time for everyone to explore the features of this application and analyse its potentialities, advantages and disadvantages from an entertainment perspective, as proposed by the service itself.

1 Reflect on the concept and applications of artificial intelligence

2 Briefly present the AVA Session application

3 Demonstrate how the application works

4 Create an individual portrait

5 Collect and store the obtained portrait

6 Share the portrait with family and friends

7 Personalise the online public profile

8 Systematise the potentialities of the application used

Suggestions & Tips

For the first part of the activity, essentially dedicated to the contextualisation of the history of artificial intelligence, it would also be interesting to have the participation and contribution of a specialist in the area, even if only by videoconference. If this were possible, it would be of great interest to focus on the preparation for this meeting, encouraging adults to research more about the topic and organise a set of questions they would like to see addressed by the guest. Thus, in addition to the research, writing an interview script using an online text editor, for example, would be another opportunity for the development of digital skills in the field of production and even collaboration. In this regard, it might be very interesting to provide multi-hand writing using an editor such as Typewrite.
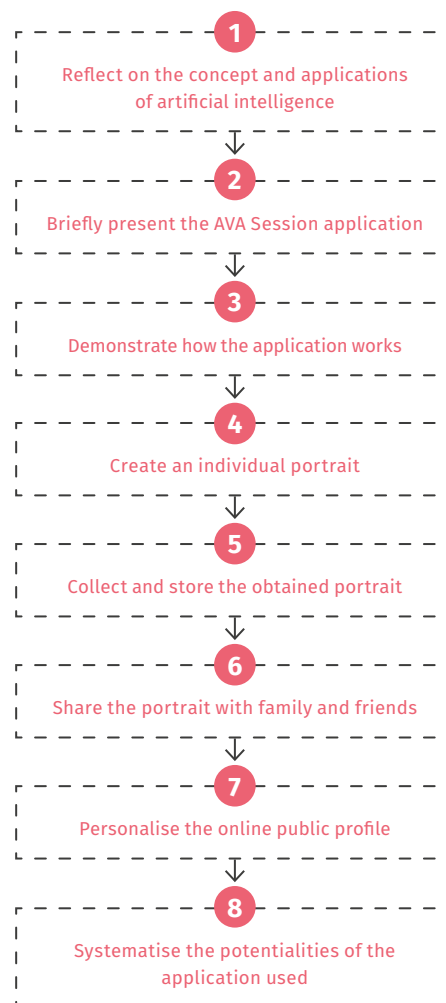
Security & Digital Identity

The AVA Sessions application is provided for entertainment purposes only, and no registration or subscription is required in order to use it. It may only be used for personal and non-commercial use, and all users agree and guarantee that they will not use this service in connection with any activity that could create a risk of loss or damage to any person or property. For more detailed information, see the Terms of Service, available at **http://ava-sessions.com/termsofservice.php**.

Listen live to your favourite radio stations

Necessary resources

Equipment: Computer with Internet connection or a mobile device compatible with iOS, Android, BlackBerry, or Windows system

Applications: TuneIn Radio Service, Email account (or alternatively Facebook or Google + accounts, to create or log in to the TuneIn Radio account)

Leisure

Brief description

In this activity, we suggest that the adults explore one of the many free services to listen to music, debates, news and programmes from thousands of radio stations. The objective is for them to create an account on a radio streaming service, personalise their profile, explore various search and content-sharing possibilities, and learn how to tune in to their favourite programmes on multiple devices.
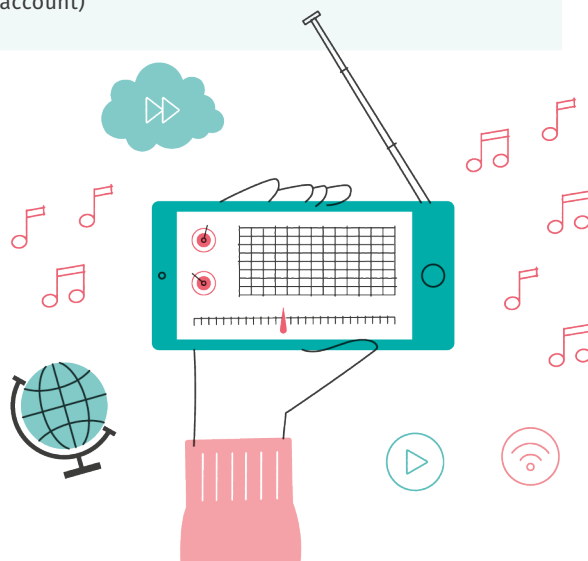
Justification

Streaming information has been gaining momentum and become increasingly important in people's lives, using only an Internet connection to listen and/ or watch, legally, your favourite sounds and videos anywhere: at home, at work, in the car, on the computer, etc.

Learn what?

→ Understand how streaming technology works.
→ Create an account on the TuneIn Radio service.
→ Get to know and listen to radio stations from other countries.
→ Save favourite programmes and tune into them through multiple devices

Notes & Links for tools

Bringing together more than 100,000 radio stations, the TuneIn Radio service (**http://tunein.com/**) has the largest selection of radio music, sports, news, interviews, etc. programmes from all over the world! The big difference of this service is the medium, working in diverse platforms and even TV streaming services. In addition to serving as a personal radio, the user can select their favourite stations and programmes. It also encourages online socialisation, functioning as a social network similar to Twitter, but with audio and for music fans!
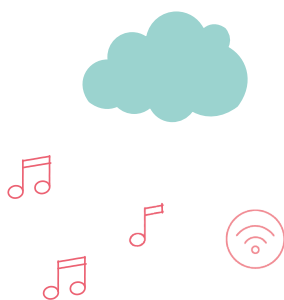
Description of the activity

You can start this activity by asking the adults what importance music has in their lives, if they already listen to music online, if they know any music streaming services and, if so, what service they would recommend to friends and why.
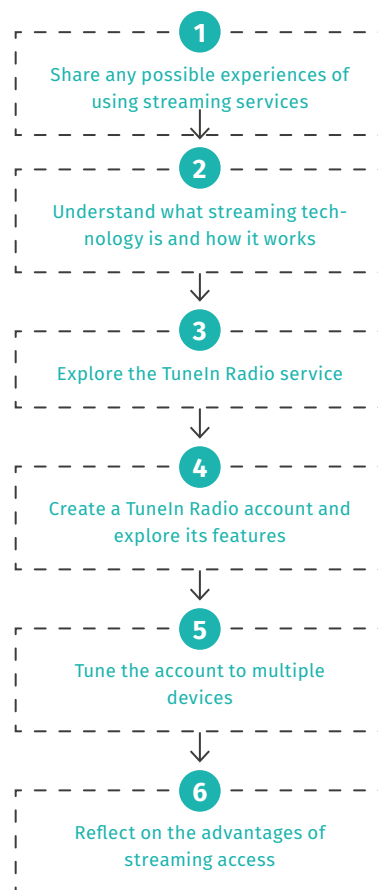
These and other questions will allow you to collect data on each adult's preferred music styles, but also on their experience of using streaming systems. You can also use this initial moment to expand on more technical questions about streaming technology, providing the information you consider pertinent.

Meanwhile, introduce adults to the TuneIn Radio service home page, showing them how to create an account, personalise their account settings, change the language, obtain more information about the service, and other things you consider important so adults can themselves create and personalise an account independently.

Provide the time necessary for everyone to feel comfortable with the main features of this service, checking and giving the necessary feedback so that they also master the search feature – search for broadcasters by cities and regions, by types of sports (e.g. live football, Olympics, basketball, tennis, etc.) and by many other categories (music, news, debate) from all over the world.

Also, focus on their learning how to follow their favourite radio broadcasts, add comments, and share what they are listening to on social networks.

By the end, they will certainly be ready to test their mobile devices and evaluate this learning experience.

1 Share any possible experiences of using streaming services

2 Understand what streaming technology is and how it works

3 Explore the TuneIn Radio service

4 Create a TuneIn Radio account and explore its features

5 Tune the account to multiple devices

6 Reflect on the advantages of streaming access

Suggestions & Tips

There are other interesting services that allow you to create playlists, save songs for offline listening, and discover new songs based on the interest of artists. YouTube, whilst essentially being a video service, allows users to create playlists very easily. Check out the suggestions and tips from the YouTube Creators Academy on the concept and use of playlists for a variety of purposes at **https://goo.gl/Jakrk7**. To further expand this universe, look into the suggestions and general features of various music streaming services organised by Visão magazine at **http://goo.gl/e3NQZc**.

Security & Digital Identity

With streaming, the information is not stored by the user on their computer. However, there are temporary files (TMP files) that can be temporarily created in the system's cache. As a general rule, these files can be safely deleted from the hard drive. In YouTube, for example, you will find lots of help and tips to exclude unwanted files and cookies. Do not forget that subscribing to the service we suggest here implicates knowing and accepting its Terms of Service (**http://tunein.com/policies/**) and Privacy Policy (**http://tunein.com/policies/privacy/**).

Get moving!

Necessary resources

Equipment: Computer with Internet access | Smartphone, with Android, Windows or iOS system.

Applications: Email | health and well-being service (Endomondo)

Leisure

Communication

Brief description

In this activity, we propose the exploration of a tool that enables the recording of the heart rate, in practically all the sports, based on the completion of courses with a certain distance. It also allows users to set training goals, analyse statistics (calories burned per month, distance covered in the year, etc.), check progress, share results on social networks, comment on the progress of friends and compete with people from all over the world!

Justification

Today, there are several incentives to promote well-being and a healthy lifestyle, there being more and more challenges for people to participate in physical activities and learn to monitor their own progress. Therefore, we propose this activity to encourage the adults with whom you work not to stand still and to benefit indirectly from the potential of digital technologies!

Learn what?

→ Register with a health and well-being service, in this case, Endomondo.
→ Configure user settings, work-out preferences and more.
→ Define personal goals to keep moving.
→ Invite friends to join Endomondo.
→ Register and share work-outs with friends.

Notes & Links for tools

Endomondo (**https://www.endomondo.com/**) is one of the most popular health and well-being services and is part of the family of applications usually considered to be personal trainers. Because it is very complete and has many features, it will require some learning time to get the most out of it. You can explore similar and even simpler applications by finding other options in the "markets" available for mobile devices (e.g. Google Play Apps, iTunes Apps, Windows Phone Store).
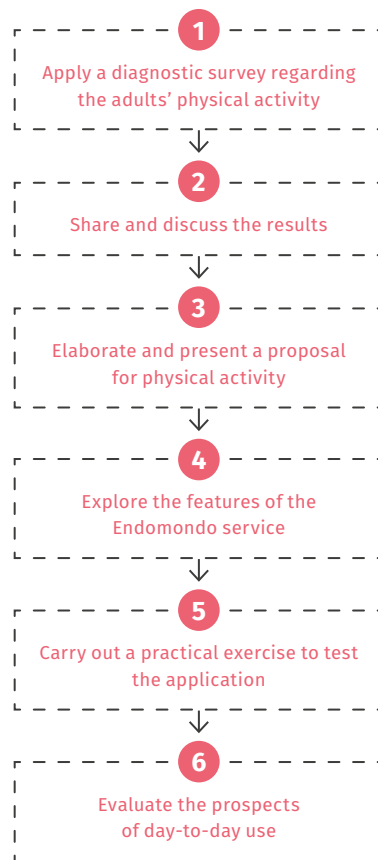
Description of the activity

You can start this activity by having the adults complete a survey, questioning them about everything they need to know to complete this proposal, naturally including questions about the equipment they have, the experiences they have had in using the health and well-being services available online, their sporting practices, health restrictions, etc.

It would be very interesting if, as a strategy for questioning adults, you use one of the many online tools for creating questionnaires that allow a shared visualisation of the results in real time, such as SurveyMonkey or Google Forms.

Based on the results, draw up a physical activity proposal in which the participants can, in a playful manner, use Endomondo's features to set personal goals (based on distance or time), visualise trainings, as well as share progress with friends and others users of this service.

After, reserve one session for the adults to properly explore this application by logging in and configuring settings based on their interests. To help with this task, it may be useful to share with the adults the suggestions provided by HTC Portugal, at **http://goo.gl/Qdj2BZ**, or others you can easily find on the Web, namely YouTube in a video format. We suggest that the first exposure to this service be made on the computer, especially if the group is still not very comfortable with the smart phone navigation system. Promote the use of this service, reserving a session for the adults to test it and clarify any doubts they may have about this activity, thus encouraging autonomous use in their daily lives. Ask them to share their group's Facebook log, for example, by reporting on the progress and achievements made with their personal trainer!

1 Apply a diagnostic survey regarding the adults' physical activity

2 Share and discuss the results

3 Elaborate and present a proposal for physical activity

4 Explore the features of the Endomondo service

5 Carry out a practical exercise to test the application

6 Evaluate the prospects of day-to-day use

Suggestions & Tips

For this activity to be successful, it will be important that you use at least one of the scheduled sessions for a walk or other type of exercise which will enable the adults to test the equipment and application chosen. This activity will be even more interesting if, on that day, you can count on the collaboration of a recreation and physical education expert who can guide adults in making the most of the chosen exercise, according to the limits and needs of each one. You could even ask one adult (or more), in case you do not have the necessary equipment, to take photographs (or video) of the activity, being responsible for the description and reporting of this training experience

Security & Digital Identity

Endomondo offers services that help make any sports experience more exciting. However, it does not take responsibility for the risks associated with sport or recreational activities. Moreover, it is highly recommended that medical advice be sought before practising sport. With regard to the personal information shared in the community, we suggest you consult the Privacy Policy for this service, available at **https://www.endomondo.com/privacy**.

Mapping citizen spaces

Necessary resources

Equipment: Computer or mobile device with Internet connection
**Applications:** Citizen Map | Social Security Web Portal (or other)

Day-to-day   Information

Brief description

In this activity, the plan is to identify the various public social services that have systems and tools for online interaction and allow simpler, faster solutions, unencumbered by bureaucracy, in order to provide better service to citizens. From the set of services identified, the resources available on the Social Security web portal will be explored, with special attention being paid to the online appointment service and other services that appear relevant to the interests and needs of the adult training group.
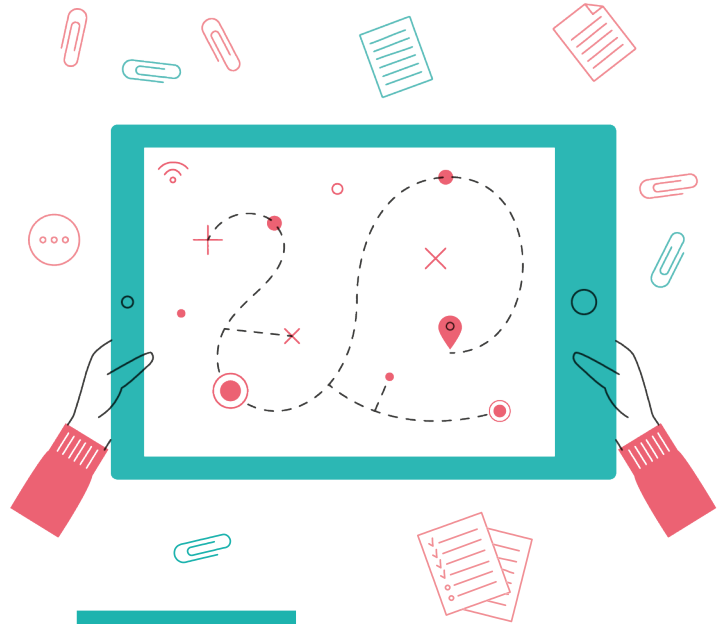
Justification

The significant increase in the number of public services in the context of the Programa Aproximar (Closer Programme), particularly at the level of web portals and online interaction tools, involves a commitment to help increase the effective use of digital channels made available to all citizens. Therefore this activity has been proposed, with the main objective of disseminating information to all who may benefit from it in the exercise of an active digital citizenship.

Learn what?

→ Know the general guidelines of the Estratégia de Reorganização dos Serviços Públicos de Atendimento da Administração Pública (Reorganisation Strategy for Public Administration Services) in the region, implemented through the Closer Program.
→ Use the Citizen Map to identify the Citizen Spaces with assisted digital attendance solutions
→ Explore the resources available on the Social Security web portal, based on personal interests and needs.

Notes & Links for tools

The Citizen Map (application for location of public services) can be downloaded from the App Store, Google Play and Windows Store and also viewed at http://www.mapadocidadao.pt. If an adult wants to proceed with the Social Security online marking service, the Social Security Identification Number (NISS) and the Password for access to the Social Security Direct service must be provided.

Description of the activity

To start this activity, go to the YouTube channel of the Portuguese Government and present the video available at **https://goo.gl/SHcit2**, which explains the network of Citizens Spaces included in the Closer Programme. Then, start a group discussion that vocalises the needs and interests of the group, encouraging the sharing of experiences relative to its use and the use of the features available online today in various public services.

Use this opportunity to introduce the advantages and features of the Citizen Map. You can also present an introduction tutorial at this time, available at **https://goo.gl/SHcit2**. Meanwhile, give adults time to explore the application, suggesting they research and identify existing public services in the region (e.g. hospitals, police stations, financial offices, social security, stores and citizen spaces, as well as other services provided by Public Administration, such as IRS delivery or Citizen Card request).

Having become familiar with the application, encourage the adults to explore the information and resources available on the Social Security web portal, highlighting, for example, the possibility of using the online appointment service. Ensure that this activity is meaningful for the adults, not restricting their exploration of the Social Security web portal, but instead allowing the group to broaden the range of knowledge they possess, relative to both the immense information they can access and the various issues they you can handle without leaving the comfort of their homes.

Make a collective assessment of the acquired learning, allowing each adult to explain and share the benefits that have gotten from it.

1 View a video about Citizen Spaces

2 Share experiences about the use of online public services

3 Present and explore the Citizen Map

4 Explore the information and available resources on the Social Security Web Portal (or other)

5 Evaluate the benefits resulting from this activity

Suggestions & Tips

In order for adults to effectively broaden their knowledge of the various issues they can handle without leaving the comfort of their home, it may be worth sharing and making available to them the document that defines the Reorganisation Strategy for Public Administration Services, which brings the State closer to citizens, as recommended in the scope of the Closer Program, available in PDF format on the Portuguese Government Web Portal at **http://goo.gl/RIlZh3**. For example, try sending them this document via email and suggest exporting it to their e-reader application (kobo, for example). Check out the suggestions we present in the activity. Have your digital library available on the LIDIA project website to encourage the reading of texts and works in digital format.

Security & Digital Identity

Social Security guarantees to all its users that no personal data will be provided to third parties without the prior consent of the owner. However, it may provide aggregated data (such as location, age and others) for purposes deemed to be of public utility, in particular in the statistical production field. For more detailed information, we suggest reading and reviewing its Privacy Policy and Terms of Use, available at **https://goo.gl/I0e9be**.

Medication at the right time!

Necessary resources

Equipment: Mobile device compatible with the iOS or Android system
**Applications:** MediSafe (the Android version has an interface in Portuguese)

Day-to-day

Brief description

This activity proposes the creation of a space for reflection on the potential and the constraints of mobile devices in the management and organisation of day-to-day tasks, providing opportunities to transform these devices into excellent allies in monitoring health and promote well-being and quality of life. To do this, an application will be tested that can help in things as simple as adherence to drug therapy, ensuring that patients, or the caregivers who take care of them, do not forget their medication.
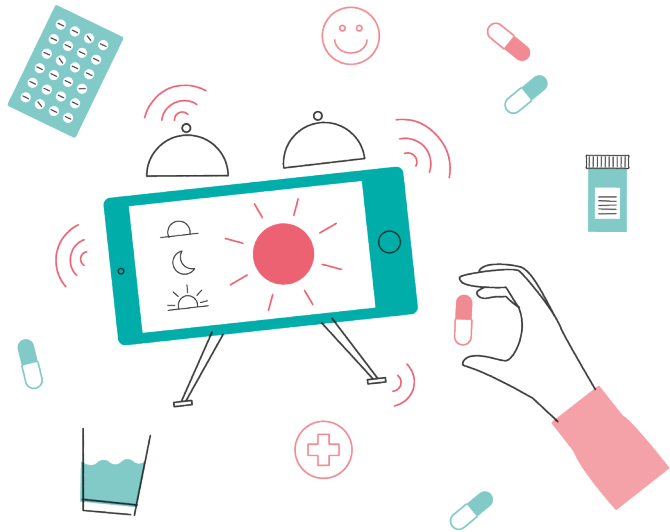
Justification

For various reasons, it is not always easy to take the medication at the right time, in the prescribed amount and for the time necessary, as directed by the doctor. But today, technologies can also help us minimise the risk of diversion from prescriptions made by competent health professionals, working as excellent memory aids. Hence this activity proposal to help take medications!

Learn what?

→ Identify applications that can help us maintain our health.
→ Use mobile technologies (smart phone and/or tablet) to respond to everyday needs, particularly with respect to medication administration.
→ Install and configure a medication management application, introducing personalised information and details about the medication being taken.

Notes & Links for tools

MediSafe is available in the App Store (**https://goo.gl/DoxEuR**) and in the Google Play store (**https://goo.gl/dpH8w4**). The great advantage of this application is the collaborative nature of the medication management, allowing all family members to be connected. Alerts are issued in real time, with the possibility of configuring the application so that the caregiver ("Med-Friend") is also notified when the user forgets to take the scheduled medication.
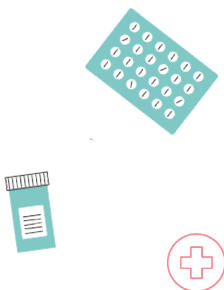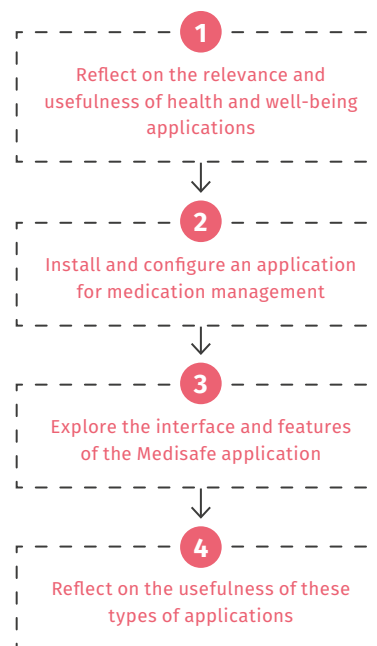
Description of the activity

Stories are always a good strategy to start an activity with adults, and in this case we can draw on the story that led two brothers to develop the Medisafe application to address the pertinence and usefulness of health and well-being applications. Demonstrate how this application is useful not only for those who need to follow a rigorous therapeutic treatment, where following a daily routine is essential for the effectiveness of the treatment, but also for the caregivers who take care of patients that, for various reasons, do not have the capacity to manage medication independently (the elderly and children, for example).

Next, suggest exploring the application's interface and features, providing time for the adults to install it on their mobile devices, indicating the medications they may have to take, scheduling for each the day and time they should take the medication, as well as the dosages to be taken and the duration of treatment. The application also allows you to indicate the approximate shape and colour of the medicine, which is an important aid in ensuring that the medication is not mixed up, especially when many medications need to be taken together. There is also the possibility of adding a Med-Friend, who may receive a notification when we forget to take the scheduled medications.

Let the adults share among them the doubts that arise during this exploration, but remain attentive to their questions by helping to discover the features of the Medisafe application according to the needs and interests expressed. Finish with an evaluation of the work, encouraging reflection on its impact on each of the participants´ daily routines.

1 Reflect on the relevance and usefulness of health and well-being applications

2 Install and configure an application for medication management

3 Explore the interface and features of the Medisafe application

4 Reflect on the usefulness of these types of applications

Suggestions & Tips

To increase awareness of the potential of mobile devices in the organisation and management of day-to-day tasks, particularly in the health area, you could encourage the exploration of many other tools. Among several possibilities, we suggest the following applications available in Portugal: Farmácias Portuguesas (Portuguese Chemists'), to locate all the nearest chemists' and parapharmacies in a maximum radius of 60 km; eMed.pt, to research drugs, cost analysis, information leaflets, creation of medication reminder alarms, location and contacts of chemists' and news from Infarmed; Stethoscore, to calculate ten-year coronary cardiovascular risk using the SCORE medical reference chart, also used by the Directorate-General for Health in Portugal; and m.Carat, allowing patients with asthma and allergic rhinitis to keep a record of all events related to their illness, medication, health care and have access to up-to-date information about the disease.

Security & Digital Identity

The MediSafe service respects the right to privacy, allowing for the use of some features without registration. However, registration offers a more complete experience of using the application without any type of restrictions. The information you need to register includes first and last name, email address, year of birth, gender, and geographic location, including your postal code. For more details on the collection and use of personal data, refer to the Service's Privacy Policy, available online at **http://www.medisafe.com/privacy/**.

Back pocket tools

Necessary resources

Equipment: Computer with Internet connection | USB flash drive
Applications: PortableApps Platform | Cloud storage services

Day-to-day   Information

Brief description

Today, there are applications and programmes that do not require installation on a computer to be used, often working even faster. In order for each adult to learn how to build their own portable App Suite, they should explore the PortableApps Platform, created in the open source framework, so that everyone may know, identify and download their favourite applications to a USB flash drive or a cloud storage service.
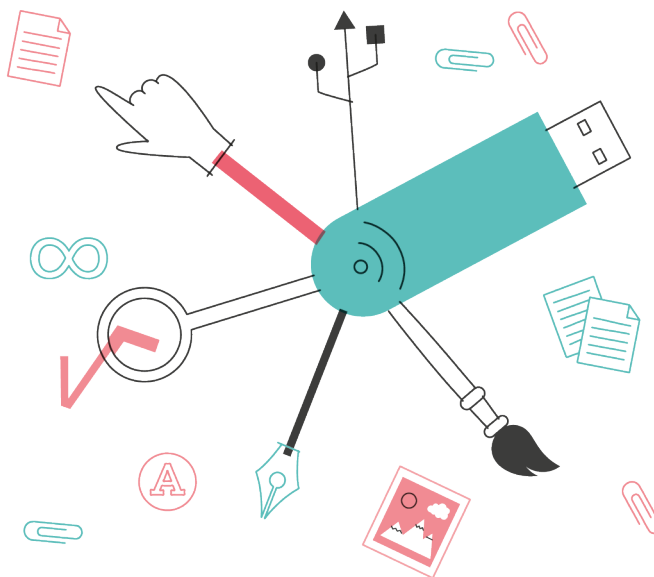
Justification

The Installation of multiple programmes on a PC often ends up filling the drive with unknown files, useless adware and other unnecessary programmes. Did you know that there are lots of programmes and applications that, in addition to always being on hand to run on any computer, do not need to be installed?!

Learn what?

→ Discover the advantages and disadvantages of portable programmes.
→ Download a programme to create a personalised portable App Suite.
→ Securely transfer and install programmes and applications.
→ Enjoy the use of open source programmes.

Notes & Links for tools

The Portable Apps program, available at **http://portableapps.com**, acts as a directory where dozens of applications are available by various categories (Accessibility, Development, Education, Office, Pictures and Graphics, Internet, Games, Music and Video, Security, Utilities), in several languages, including Portuguese. The installation of this programme is free, fast and secure and does not require any type of subscription!
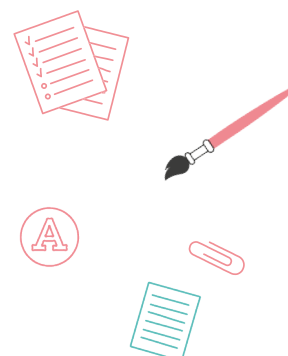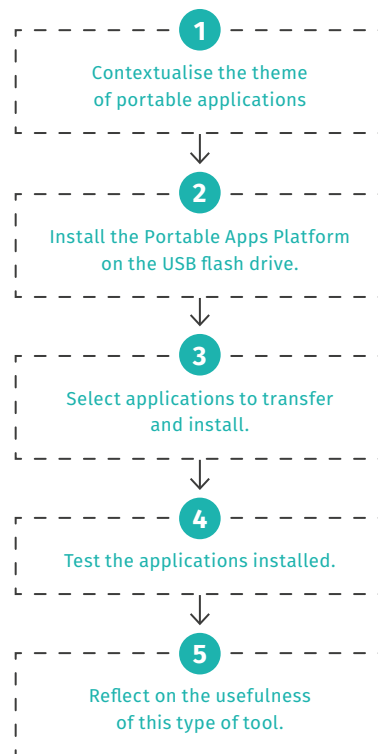
Description of the activity

To start this activity, you can discuss the history of the open source initiative by clarifying the main differences between the term "open source" created by the Open Source Initiative (OSI) and the term "free software", as a social movement. On the official website of the open source initiative at **http://opensource.org/**, and the article by Richard Stallman on this subject (Why the Open Source does not share the objectives of Free Software at **http://goo.gl/HyrBL2**) you will find pertinent information to contextualise this theme. After, encourage the adults in the training to explore the PortableApps Platform, suggesting that they install this tool on a USB flash drive. In order for this task to be performed independently, we suggest that you distribute an installation guide in Portuguese illustrating the main steps of this procedure. Do not forget to ask adults to have a USB flash drive with them on the day scheduled for this activity.

Instead of using portable programmes on a flash drive, they can be transferred to a cloud storage service (e.g. Dropbox, Google Drive, Box, SugarSync, SkyDrive, etc.). You can, for example, encourage the creation of an account for this purpose (see the Cloud Storage activity). If you choose this last solution, remind the adults that running portable programmes is dependent on having Internet access.

Meanwhile, reserve some time so that the adults can properly explore PortableApps by identifying and selecting the programmes they have available to download and install on their USB flash drives. Suggest that, in the first phase, they choose only two or three, so that everyone can test the applications chosen and reflect on their usefulness in their daily life.

1 Contextualise the theme of portable applications

2 Install the Portable Apps Platform on the USB flash drive.

3 Select applications to transfer and install.

4 Test the applications installed.

5 Reflect on the usefulness of this type of tool.

Suggestions & Tips

To prepare the guide, which we suggested in the description of the activity, you can draw on several tutorials that you can easily find on the Internet. Alternatively, if you would like to expand the activity, why not ask the adults to build a tutorial themselves? This task could even be integrated into a broader project. It could be developed throughout the entire training period, with the objective of constructing a website dedicated to the sharing of tutorials made by the adults, based on the applications and programmes they have been exploring and using!

Security & Digital Identity

All programmes included in PortableApps are distributed under licenses in conformity with the Open Source Initiative (OSI) and are free of malware. However, do not forget that removable USB drives are among the major causes of virus infection. Therefore, it is necessary to ensure that these devices are checked by the security programme installed on the computer. The free MCShield Anti-Malware USB programme, available for download at **http://www.mcshield.net/**, is an interesting option to analyse the risks specifically associated with removable drives.

Files, management & scanning

Necessary resources

Equipment: Mobile device (smart phone or tablet) with iOS, Android or Windows system

Applications: Scanning application, document storage and sharing (ex. FasterScan, GeniusScan CamScanner)

Day-to-day   Information

Brief description

In this activity, we aim to create the conditions for all adults to make the most of their mobile devices and the latest applications for scanning, storing and sharing documents in their daily life, at home or at work. In addition to addressing the benefits and advantages of scanning, in various areas of activity, opportunities will be provided for everyone to learn, step-by-step, how to quickly scan any paper document: old photographs, personal identification documents, work contracts, family recipes, receipts, medical prescriptions, certificates, personal notes, maps, etc.

Justification

Whether it is to be more cost-effective or to preserve memories or files, document scanning is a key practice in our everyday lives. Technological development has enabled accelerated evolution in this area (also), with there being a good range of equipment and applications that anyone can benefit from in their day to day!

Learn what?

→ Identify the advantages resulting from technological developments in the field of document scanning.
→ Know the main steps of the scanning process.
→ Plan what to scan, why, how and for how long.
→ Use the features and basic resources of specific applications to facilitate the scanning process of any paper document.

Notes & Links for tools

Although we have indicated some possible applications for the development of this activity, compatible with the iOS, Android and Windows (e.g. CamScanner) systems, it will most likely be necessary to survey other possibilities, depending on the mobile devices that adults have, as well as the personal expectations they have about their use.

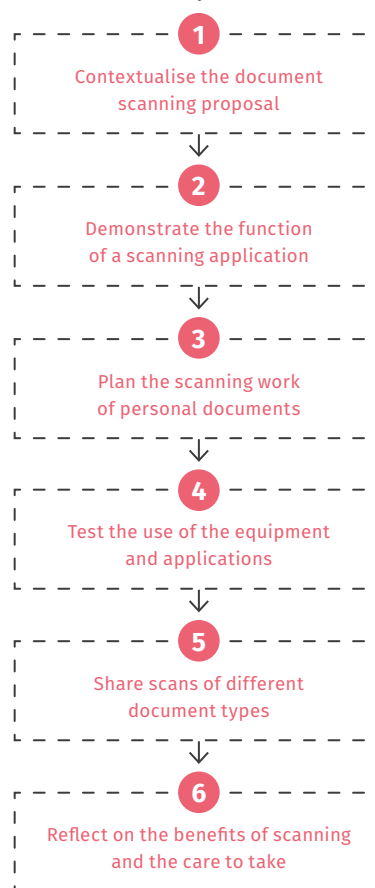## Description of the activity

Once the job proposal has been contextualised, choose one or two document scanning applications that can meet the needs of most of the adults you are working with, showing them very quickly how they can use them in their day-to-day.

In the meantime, set aside some time for the adults to plan the scanning task properly, reflecting on the characteristics and features of the applications presented, the physical properties of the materials they intend to scan and the scanning objectives. The need to think concretely about how they will organise, store and manage access to the contents of the scanned materials is also something that must be considered carefully. For that reason, this activity can be connected to the other learning activities suggested here.

Once the planning has been done, let the adults freely test their equipment and choose the application that best meets their needs and expectations of use. Encourage the comparison of perspectives and opinions relative to the experience, always following very closely each adult's achievements and aiding in the completion of the tasks.

Finally, set up a discussion in which all participants can assess the extent to which they consider the scanning strategy proposed in this activity functional, using their mobile devices for both personal and professional purposes and interests.

1 Contextualise the document scanning proposal

2 Demonstrate the function of a scanning application

3 Plan the scanning work of personal documents

4 Test the use of the equipment and applications

5 Share scans of different document types

6 Reflect on the benefits of scanning and the care to take

Suggestions & Tips

Some applications, such as CamScanner, in addition to aiding in and facilitating the scanning process itself, are very effective for storing and synchronising various content via smart phones, tablets and computers (**https://www.camscanner.com/**) . It would be worthwhile to provide some more time for this activity so that adults can see for themselves the advantages of this service and the benefits they can derive from it for their personal and/or professional lives.

If you choose this application, you can also suggest trying other interesting features and resources, with special emphasis on the search tools (enabling the identification of documents that mobilise a certain word), labelling (enabling the organisation of documents by categories), commentary (allowing comments to be written in documents, with the day and time being recorded) and the possibility of inviting a maximum of 10 collaborators per document.

Security & Digital Identity

If the material chosen during the planning stage for scanning is part of the public domain or if the adult has the copyright, namely the right to claim authorship and ensure its genuineness and integrity, there will be no impediment to further scanning. Otherwise, remember that you will need to request permission to scan and publish the material in question.

ACTIVITIES FOR ADULT DIGITAL INCLUSION
Proposals for anyone who works with adults in formal, non-formal and informal contexts

LIDIA Project – Adult Digital Literacy

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FCT, "Estratégia Nacional para a Inclusão e Literacia Digitais (2015 – 2020)", 2015. Available at: http://www.ticsociedade.pt/enild

This book integrates 20 activities with technologies specifically designed to promote digital literacy and inclusion, especially of adults with fewer opportunities to access and to use the potential of the technological development available today. The activities were created from the identification of situations where the adult citizen finds it difficult to exercise their autonomy by not knowing how to use digital technologies. The primary beneficiaries of these activities are adult educators, social animators, trainers and social and educational staff and other professionals working in potential learning contexts, both formal and non-formal, involved in the mediation and implementation of actions aimed at audiences typically more excluded from the information society, namely: professionals responsible for cultural, educational and social fields in local administration offices, private social institutions, cultural and recreational associations, museums, universities, senior day centers, but also teachers and other educators.

lidia

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FCT Fundação para a Ciência e a Tecnologia
MINISTÉRIO DA CIÊNCIA, TECNOLOGIA E ENSINO SUPERIOR

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PARA A QUALIFICAÇÃO E O
ENSINO PROFISSIONAL, I.P.

EPALE
Portugal

The LIDIA Project, promoted by the Instituto de Educação, Universidade de Lisboa, aroused from the Digital Literacy and Inclusion Prize awarded by the Foundation for Science and Technology (FCT) to a proposal of extending the work conducted from 2011 to 2014 by the TACCLE2 Project - Teachers ' Aids on Creating Content for Learning Environments.