

I read the volume with interest and curiosity. It considers a new and original way related to seniors' teaching and learning. This is a complete, formative manual that clearly introduces the problems inherent in the education of seniors. The comparison between the various partner countries is very effective. The publication offers a wide range of games and class scenarios. The various examples are clear, focused and well described. I believe that this book is a valid considerable work, both as a reference point for operators of the sector and for its possible practical general use.

Professor Paolo Di Sia, University of Padova, Italy

The book „Location-based games as a contemporary, original, and innovative method of seniors' teaching and learnings” declares two important aims: didactic and scientific. The scientific aspect of the book is a reliable diagnosis of the situation of persons over 65 years of age in the countries in which the project was conducted. The authors use statistical data in their countries and in Europe and present such aspect of seniors' life as access to the internet, the possibilities of using a computer, demographical transitions, and digital exclusion. The authors also present the realization of the LoGaSET project, according to the consecutive phases of the project, as well as a reliable statistical analysis of the evaluation of the project. The study conducted on 90 participants from 4 countries proves that the hypothesis of the effectiveness of location-based games as a method of education is not dependent on local and cultural conditions in Europe. Thus, this innovative educational method has a universal aspect. The reviewed book is a good manual dedicated to future educators of seniors.

The scale and size of the whole project must be emphasized and appreciated. In the Afterword, the authors state that in the project were engaged: „4 partner institutions, 23 supporting institutions, 153 senior citizens, 14 researchers, 66 educators and observers, and 7 photographers. The success of the project represents the efforts of 27 institutions and 240 people representing 4 different countries”. Such engagement in a project verifying the effectiveness of location-based games as an educational method for older persons is impressive.

Professor Miguel Ángel Mañas Rodríguez, University of Almería, Spain

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LOCATION-BASED GAMES

as a contemporary, original, and innovative
method of SENIORS' teaching and learning



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**LOCATION-BASED GAMES
AS A CONTEMPORARY, ORIGINAL,
AND INNOVATIVE METHOD OF
SENIORS' TEACHING AND LEARNING**

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- *Location-based games as a contemporary, original, and innovative method of seniors' teaching and learning* – English language version, containing scenarios adapted to the topography, local conditions and culture of London
- *Gry miejskie jako współczesna, oryginalna i innowacyjna metoda nauczania i uczenia się seniorów* – Polish language version, containing scenarios adapted to the topography, local conditions and culture of Wrocław
- *Geolokačné hry ako aktuálne, inovatívne a originálne metódy prevzdelávania a učenia seniorov* – Slovak language version, containing scenarios adapted to the topography, local conditions and culture of Trnava
- *Vietos nustatymo grįstas žaidimas kaip šiuolaikinis, originalus ir novatoriškas senjorų mokymo(si) metodas* – Lithuanian language version, containing scenarios adapted to the topography, local conditions and culture of Vilnius

The authors of the concept of the scenarios were: Ewa Jurczyk-Romanowska, Marta Koszczyc, Luba Jakubowska, Aleksandra Marcinkiewicz-Wilk, Jacek Gulanowski. Gathering and analysis of the data from partner countries, as well as adapting the scenarios to local conditions was realized by the executors of the project: Michal Kabát, Magdaléna Švecová (Slovak version), Tijana Milenkovic Jankovic, Paola Barone, Charoula Giannelaki (English version), Irena Žemaitaitytė, Agata Katkonienė, Asta Januškevičiūtė, Valdonė Indrašienė (Lithuanian version).

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GENERAL INTRODUCTION

One of the characteristics of the modern world is omnipresent computerisation, because more and more areas of human functioning are moving into virtual space. Researchers of the information society point to significant changes taking place both in the area of the economy and employment structures (Bell, 1999), culture (Castells, 2007; Melosik, 2000), and the very new technologies and development of Internet networks (Castells, 2003, 2007; Forester, 1990). For this reason, ICT competences, which enable participation in the resources available on the Internet, are not only desirable, but even necessary. The majority of social and institutional activities are now reflected in websites, and in many cases the initiation of specific activities takes place through the use of computer programs, applications or other manifestations of new technologies. It is easier and faster to make an appointment with a doctor, order a taxi, pay bills, book a place in a queue, find a solution to a problem, find a route, or a cost-effective journey via the Internet. Ewa Frąckiewicz points out that nowadays we are dealing not only with e-entertainment, but also with e-finance, e-government, e-learning, e-health care, e-care or e-shopping (Frąckiewicz, 2009, p. 41). Even if we want to cover some distance by tram, bus or train, we should be equipped with an ATM card and the competence to purchase a ticket in modern vending machines. On the other hand, the lack of competence in ICT results in the exclusion of people from full functioning in society.

Researchers of the information society have noticed that cyberspace has become a new dimension of social life in which the individual must learn to function. Significant differences between generations stem, among other things, from the approach to the virtual world. Mark Prensky points to significant differences dictated by the relationship with new technologies. The younger generation are people who grew up surrounded by computers and other tools of the digital age, and as a result they became part of their lives,

their world. They are so integrally embedded in virtual reality that it has also become an important (and sometimes more important) space for them than reality. They are Digital Natives in cyberspace. In turn, the older generation in cyberspace came from the real world. They learn to function in it, imitate the behaviour of network autochthons, try to assimilate – they are Digital Immigrants, who will always remain foreigners more or less integrated with the new space (Prensky, 2001). What is important is that they have the courage and motivation to overcome fears and that they take action on their own to assimilate into virtual space. The third generation are Digital Foreigners, who enter cyberspace just like tourists who visit exotic countries: with curiosity, for a moment, from a long distance. Their world is reality, but they do not feel the need (or rationalise their lack of competence) to integrate to real and the virtual in their lives (Thomas, & Thomas, 2006).

In this case, the borderline between Digital Foreigners and Digital Immigrants is blurring with the gradual acquisition of competences in the world of new technologies. The question remains, what about the generation that has never experienced cyberspace? For whom is it an unexplored, distant, exotic and frightening world? What about the generation that feels as though it is on another planet in virtual space? (Jurczyk-Romanowska, 2015). Digital Aliens are a group which, due to a lack of competence in the area of new technologies, are marginalised, pushed into a limited space of everyday life, excluded from all activities bordering on modern information and communication technologies (Jurczyk-Romanowska, 2019). It is worth noting that developed societies face the challenge of an ageing population. Older people belong to groups particularly vulnerable to digital marginalisation and it is among seniors that we find virtual immigrants and foreigners. In the face of the increasing computerisation of the world, the problem of lack of competence in this area by older people is very important. Both Digital Foreigners and Digital Immigrants need educational support to enable them to participate fully in the information society. It is necessary to search for new ways to learn how to use new technologies, but also to feel more comfortable and natural in cyberspace.

With this in mind, the authors of this publication wanted to respond in a certain way to the above challenges, such as computerisation and the growing number of seniors in society. This is how the idea of developing a comprehensive educational programme aimed at the elderly was born. It was important for the proposed educational programme not only to prepare seniors for the use of new technologies, but also for it to be given in an interesting and effective way. For this reason, it was decided to test the effectiveness of location-based games as an educational method. It is worth noting that in

the edutained-based learning approach (Abt, 1987; Singhal, Cody, Rogers, & Sabido, 2004; Tkaczyk, 2012), the main goal is to have fun and learning is somehow a “side effect”. Shifting the focus from learning identified with making some effort to acquire knowledge or skills as a result – to play, which is associated with pleasant and easy activity, and is a novelty in the education of older people. Therefore, it was decided to check whether location-based games is an effective method of learning and can be an alternative to the traditional classroom approach. This is how the idea of designing the location-based games was born, as a result of which seniors will learn how to use smartphones. The result of these efforts was the LOGaSET project, implemented under the Erasmus+ programme by four countries: Poland, Lithuania, Slovakia and the United Kingdom. The project developed a programme of classes for seniors in the use of smartphones, which can be implemented both in a classroom system and with the use of the location-based games.

The handbook consists of three parts. The first chapter provides a diagnosis of older people and their competence in new technologies. This chapter also describes the ICT education programmes for older people available in the partner countries. The next chapter contains a description and results of a pedagogical experiment aimed at comparing the effectiveness of the method of teaching seniors how to use smartphones. The experiment compared the class and lesson method, which dominates the educational offer addressed to seniors, with the method consistent with the strategy of edutainment – a location-based game. The last part contains scenarios of classes dedicated to the method of location-based games as well as traditional classes and classroom games.

The handbook presented to the Reader may be an interesting position for practitioners dealing with andragogy, education of the elderly or ICT education, as it contains ready-made educational programs that can be directly implemented in their own practice related to the education of seniors. It is also worth noting that the results of the conducted research significantly enrich the area of andragogy and didactics, showing location-based games as an effective method of learning.

CHAPTER I
SENIORS AND THEIR ICT COMPETENCES
IN PARTNER COUNTRIES

SENIORS AND THEIR ICT COMPETENCES IN PARTNER COUNTRIES

Prensky consider seniors to be digital immigrants, in the sense that new technologies are often alien to them, and they need some education in this area (2001, pp. 20–26). Being a digital immigrant also means a fear of using new technologies and the physical difficulties in controlling them. Seniors generally prefer the non-digital world and classical methods of communication. This situation can be positively influenced by the level of digitization in a particular country, which is mainly represented by Internet coverage and the number of households connected to the Internet, digitization of the private or public space, etc. It is also important to mention the positive influence of social group education, social inclusion level etc.

In following chapter, we take a look at the overall statistics related to elderly people in Poland, Slovakia, the United Kingdom and Lithuania. We discuss actual state and development of their composition as part of the overall population and then we take a closer look at their ICT related skills in order to determine the level of their ability to work with smartphones (where applicable, we also use data from actual smartphone usage by elderly people). In the second part we investigate the opportunities to develop ICT related skills in each country, by analysing the level of implementation of their strategic plans, as well as other means of education.

Partner countries in numbers are presented below in table 1:

Table 1. LoGaSET partners in numbers

	Poland	Slovakia	United Kingdom	Lithuania
Population	38,433,000	5,443,120	66,729,728	2,871,611
Average age	40.2	40.6	40.1	39.4
Fertility rate	1.36	1.37	1.8	1.7

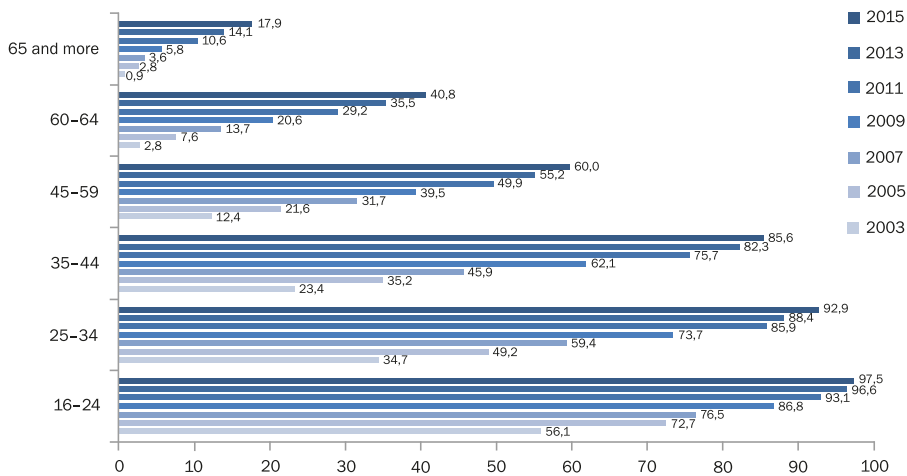
	Poland	Slovakia	United Kingdom	Lithuania
Percentage of people over 65	16.4%	15.5%	18%	16%
Area	311 888 km ²	49 035 km ²	209 331 km ²	65 300 km ²
Language	Polish	Slovak	English	Lithuanian
Major religion	Catholic	Roman Catholic	Christian	Catholic
GDP (billion USD)	524.5	95.77	2,622	47.17
GDP per capita (USD)	12,315	16,496	39,720	16,680

Source: own adaptation, based on The World Factbook, n.d.

POLAND

In Poland, the number of people using the Internet has doubled in the past 10 years. Factors most associated with the use of Internet are age and education. Among the elderly people only 18% use the Internet (Batorski, 2015, p. 378).

Fig. 1. Percentage of Internet use for different ages 2003–2015



Source: Batorski, 2015, p. 378.

The changes in the structure of the Internet user population between 2003–2015 and use of technology and media among different groups in 2015 is presented below. We can observe increasing numbers of Internet users among elderly people, but still we cannot talk about full participation of elderly in the digital society.

Table 2. Changes in the structure of Internet user population between 2003–2015

Composition of Internet users population in a given year								
	2003	2005	2007	2009	2011	2013	2015	Non-users
Men	49.9	50.4	46.3	49.4	46.8	49.1	48.2	44.1
Women	50.1	49.6	53.7	50.6	53.2	50.9	51.8	55.9
	2003	2005	2007	2009	2011	2013	2015	Non-users
16–24 y.o.	40.1	37.6	32.5	28.3	19.1	20.6	18.4	0.9
25–34 y.o.	27.0	26.7	27.0	27.9	23.8	27.5	26.7	3.9
35–44 y.o.	15.9	16.2	17.1	18.8	21.5	21.9	22.8	7.4
45–59 y.o.	15.0	17.4	20.6	20.9	27.1	21.8	21.9	28.3
60–64 y.o.	0.6	1.0	1.5	2.3	4.8	4.4	5.2	14.7
65+ y.o.	0.8	1.2	1.3	1.8	3.6	3.8	5.0	44.7
	2003	2005	2007	2009	2011	2013	2015	Non-users
Public sector employees	24.2	24.0	23.2	20.2	19.4	18.0	17.5	4
Private sector employees	24.3	23.6	28.5	30.2	29.7	34.0	36.2	14.3
Private entrepreneurs	7.2	6.6	7.2	6.6	6.0	6.3	6.5	1.4
Farmers	0.4	1.7	1.6	2.1	2.8	3.5	4.0	7.6
Retirees	3.2	3.3	3.2	3.1	3.0	3.0	3.2	13
Pensioners	1.5	2.9	4.3	5.4	9.1	7.3	8	46.2
School and university students	30.0	26.0	21.9	19.7	14.7	13.1	11.6	0.3
The unemployed	6.2	6.2	4.5	4.8	6.8	8.1	5.7	5
Other occupationally inactive	2.9	5.8	5.5	7.9	8.4	6.7	7.3	8.2
	2003	2005	2007	2009	2011	2013	2015	Non-users
Primary and lower	2.0	2.0	1.5	2.3	2.9	2.6	3	33.4
Basic/lower secondary	7.5	12.0	12.1	16.4	19.2	19.8	19.9	39.4
Secondary	27.7	29.1	30.0	30.1	31.8	32.4	30.9	21.3
Higher and post-secondary	32.9	31.7	34.4	31.4	31.5	32.1	34.6	5.6
Students	29.9	25.3	21.9	19.7	14.5	13.1	11.6	0.3

	2003	2005	2007	2009	2011	2013	2015	Non-users
Towns of over 500k residents	19.6	15.3	16.1	16.2	15.6	15.4	14.2	5.9
200–500k	14.3	13.6	14.5	14.1	11.6	11.0	10.9	6.7
100–200k	10.9	11.1	10.5	8.4	8.5	8.6	8.6	6.2
20–100k	21.3	22.4	23.5	20.7	21.1	20.1	19.6	19.1
Fewer than 20k	12.8	14.4	12.6	12.8	11.9	11.9	11.8	11.8
Rural areas	21.1	23.3	22.8	27.9	31.4	33.1	34.9	50.3

Source: Batorski, 2015, p. 382.

It is interesting to observe the method of using technology and media in the 65+ age group of seniors, who decidedly prefer more press and TV than computer, Internet or smartphone.

Table 3. Use of technology and media in different groups in 2015

Group	Com-puter	Internet	Mobile phone	Smart-phone	Mobile Internet	Press min. 1h/week	TV over 2h/day	
Total	66.00	66.0	90.4	44.7	17.5	54.8	56.5	
Gender	Men	67.8	67.9	91.6	45.6	19.7	49.7	55.3
	Women	64.3	64.2	89.4	43.9	15.5	59.4	57.5
Age	16–24	97.2	97.5	99.1	79.4	35.9	41.2	46.1
	25–34	92.5	92.9	98.5	73.9	32.6	50.2	46.2
	35–44	85.2	85.6	98.2	60.2	23.5	55.4	48.3
	45–59	60.3	60	93.9	30.6	8.7	56.4	56.6
	60–64	41.3	40.8	88.0	19.4	5.0	63.6	68.5
	65+	18.6	17.9	65.8	6.9	1.2	62.2	75.8
Social and pro-fessional status	Public sector employees	89.4	89.4	99.2	59.9	23.3	64.9	43.2
	Private sector employees	82.4	83.1	98.8	61.3	25.6	51.0	48.5
	Private entrepreneurs	90.2	89.6	99.3	63.3	32.4	58.2	37.9
	Farmers	51.0	50.5	87.5	21.4	4.0	45.5	49.0
	Retirees	32.9	32.6	78.0	18.7	5.4	56.7	73.3
	Pensioners	25.9	25.2	72.6	10.3	2.1	63.1	74.6
	Students	98.8	98.8	99.1	79.8	36.2	42.8	43.4

Group		Com-puter	Internet	Mobile phone	Smart-phone	Mobile Internet	Press min. 1h/week	TV over 2h/day
	The unem-ployed	68.4	68.9	93.9	45.1	14.7	46.9	64.5
	Other occupa-tionally inactive	63.2	63.2	89.0	41.8	12.9	50.5	68.1
Level of educa-tion and current students	Primary and lower	15.1	14.7	61.1	9.3	1.7	43.2	72.5
	Basic/ lower secondary	49.0	49.4	90.4	29.2	8.2	48.7	61.3
	Secondary	74.1	73.8	95.4	46.9	15.8	58.6	58.5
	Higher and post-secondary	92.3	92.3	98.1	67.0	32.0	67.2	44.5
	Students	98.8	98.8	99.1	79.8	36.2	42.8	43.4
Size of place of residence	Towns of over 500k residents	82.1	82.4	96.2	61.9	33.7	66.7	53.1
	200–500k	76.0	75.9	93.6	56.5	24.0	61.0	56.8
	100–200k	72.6	73	94.4	52.7	23.3	57.5	58.9
	20–100k	66.8	66.6	93.1	43.7	15.7	57.9	58.9
	Fewer than 20k	66.3	65.9	91.5	44.3	15.9	56.0	60.7
	Rural areas	57.3	57.3	85.7	36.1	11.6	47.8	54.5
Per capita household income	First quartile	50.9	51.2	83.8	32.0	9.2	43.8	60.7
	Second quartile	56.4	56.8	87.2	35.1	12.2	53.1	59.9
	Third quartile	70.3	70.5	93.3	48.3	18.4	57.8	55.5
	Fourth quartile	84	84.2	96.6	60.2	28.9	66.3	51.3

Source: Batorski, 2015, p. 377.

In the opinion of D. Batorski, the author of periodical reports about digitalization in Poland, “the fundamental causes of the lack of new technologies in households are motivational and psychological, rather than financial or technological” (Batorski, 2015, p. 372). Furthermore, the reason for not using the Internet in such a numerous group of people (over 40%) who have such access

is the lack of the necessity for such use and a lack of the necessary competences. What also ought to be noted is that these people are not »cut off« from the Internet. They do have contact with it to a certain extent and they do use it with the help of other members of the household, when they ask them to find information that they need or to send a message, etc. (Batorski, 2015, pp. 372–73).

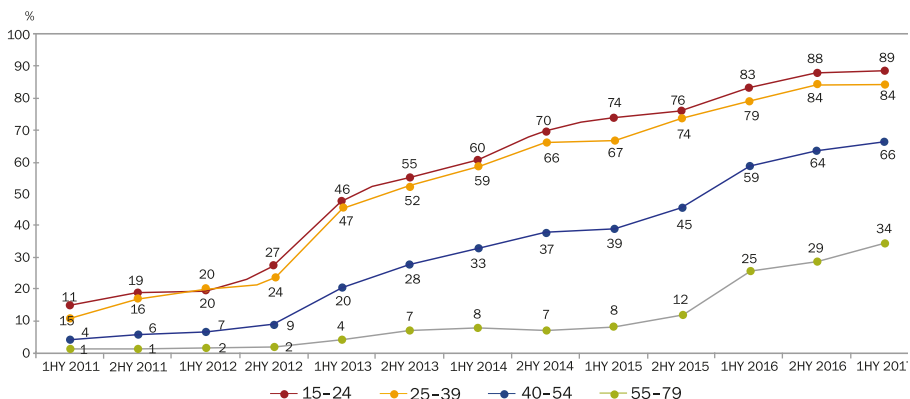
SLOVAKIA

In Slovakia, several surveys have been conducted regarding Internet usage among seniors. One of them is from 2013. At that time, the majority of respondents (84.2%) had never used the Internet on a mobile phone. Only 5.6% of seniors use the Internet on their smartphones daily, 3.1% of surveyed people use it this way once a week and 3.7% less than once a week (Petranová, 2013, p. 115). It appears that the majority of seniors own traditional mobile phones, or do not have an Internet connection at home. When Slovak seniors were asked if they have ever used the Internet with anything else other than a smartphone, they confirmed the previous statement. According to the study, 62.7% of the respondents never used the Internet, 17.1% are connected to the Internet using a computer on a daily basis, 8.5% at least once a week and 8% less than once a week (Petranová, 2013, p. 118). We can assume that Internet penetration has increased since 2013, due to the declining prices of smartphones and the overall spread of everyday activities. If seniors use the Internet, they do so to communicate with relatives (84.4%), which also includes e-mail communication. Also, 77.6% of seniors use the Internet to find information about goods and services, but only 22% of the respondents are also interested in creative activities such as blogging, video uploading, and photos (Petranová, 2013, pp. 110–213).

SMARTPHONE PENETRATION IN SLOVAKIA

In 2017, the GfK agency published a survey on smartphone penetration in various age groups in Slovakia since 2011. Based on their research, they conclude that every third person over 55 years owns a smartphone, which means 34% penetration. “However, the reason for not using smartphones is not just the price. For many seniors there is no need to use the phone for anything else than calling, and there are several physical limits regarding elderly people (worsening eyesight, inadequate fingerprinting to operate the touch screen)”, reported the organization responsible for survey (Kočan, 2017).

Fig. 2. Smartphone penetration in Slovakia by age



Source: GFK Slovakia/trend.sk, 2017.

In 2012, a mobile device functionality study was published as part of the *How to Be Mobile* project, during which seniors rated user-level of mobile phones. Up to 82% seniors use the phone to keep in touch with family and friends, 94% of seniors still prefer so called “dumbphones” (as opposite to smartphones). The second most frequently used feature after calling is checking time (24.5%), followed by sending SMS messages (20.9%). Less commonly used features include alarm clock, calendar, navigation, MMS messaging, or weather forecast. Complicated use of the camera (lack of a physical shutter button) is an obstacle for seniors in taking photos on their mobile phone. It is used by only 15% of the seniors interviewed. Only 3.5% of seniors use mobile Internet which is why it has become the least used feature. According this study, seniors do not like the following aspects of using smartphones:

1. Small, unreadable display – 56.2%
2. Complicated and difficult control – 47.3%
3. Small buttons – 45.5%
4. Too many features – 96.4%
5. Short battery life – 39.2% (TASR, 2012)

UNITED KINGDOM

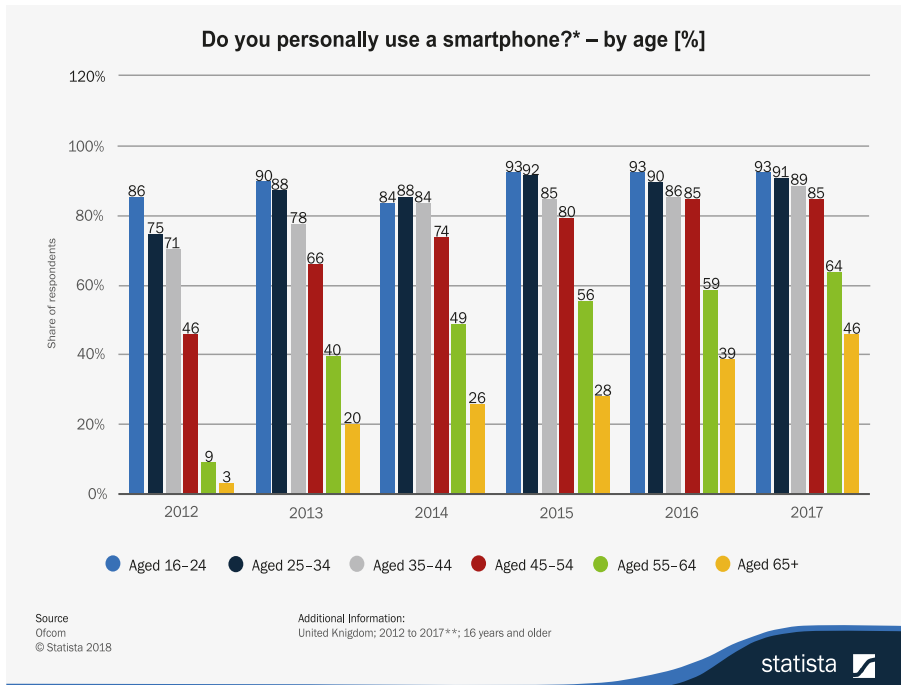
For households with one person over 60, the research showed that only 17% of them acquire an Internet connection. At the same time, only 8% of people over 55 have a personal social media profile in the UK. Also, seniors in the UK are not so often users of online shopping platforms. It is important to mention

that these numbers differ among elderly women and men. Men tend to be more tech-related than women in these age groups.

In general, seniors are using the Internet for multiple uses, and many of them acquire a smartphone or iPhone. Some of the most popular apps among seniors are Kindeo, Lumosity, Playlist for Life, Replay Sporting Memories, Skype and websites Bookshare, TheyWorkForYou and Which?

The graph below shows that older people in the UK have a lower engagement with other ICT tools like smartphones and their level of engagement with social media:

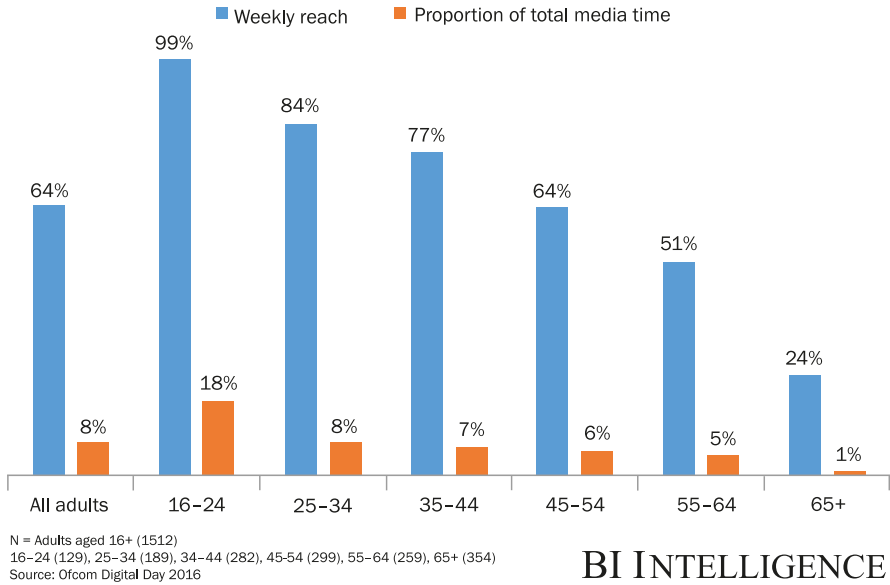
Fig. 3. Smartphone usage by age, United Kingdom



Source: Ofcom – Adults’ Media Use and Attitudes Report, 2018.

According to the Ofcom report from 2016, 64% of all adults in the UK use social media on a weekly basis. One the one side of the scale are young people between the ages of 16 and 24 (99%) and on another side people over 65 (24%).

Fig. 4. Social Media Usage by Age Group

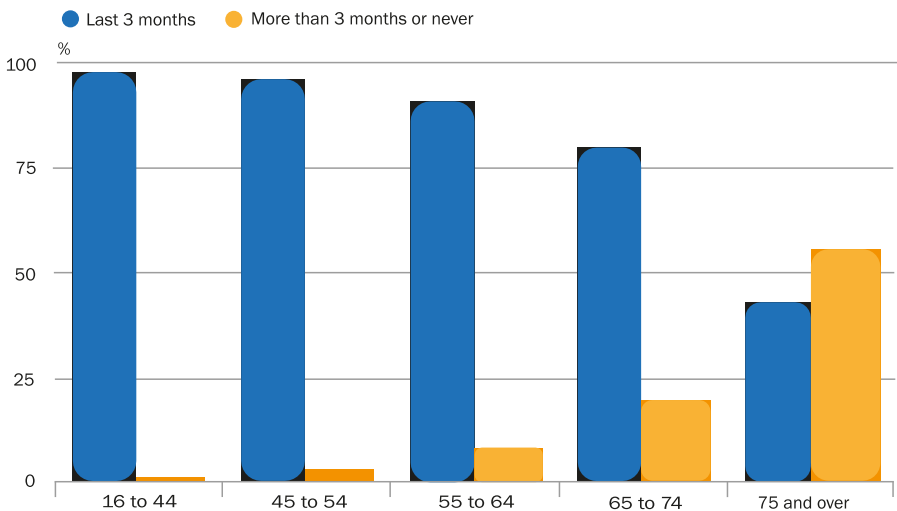


BI INTELLIGENCE

Source: *Office of National Statistics*, 2018.

The percentage of adults over 75 years old that are using Internet connection has risen to 44%. The gap in Internet use between elders and younger age groups is closing over the years.

Fig. 5. Internet users by age group, 2018

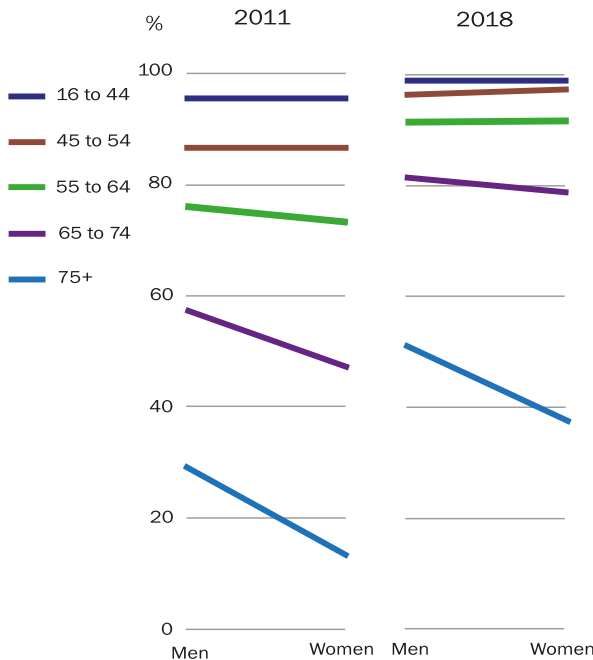


Source: *Office of National Statistics*, 2018.

As mentioned, men are more likely to use the Internet compared to women. This proportion increases with age.

However, even though there are a higher proportion of women who had never used the Internet, the most significant increase in the number of recent Internet users was in women aged 75 years and over. The number increased from 0.3 million in 2011 to just over 1 million in 2017.

Fig. 6. Difference between men and women



Source: Office for National Statistics, 2018.

LITHUANIA

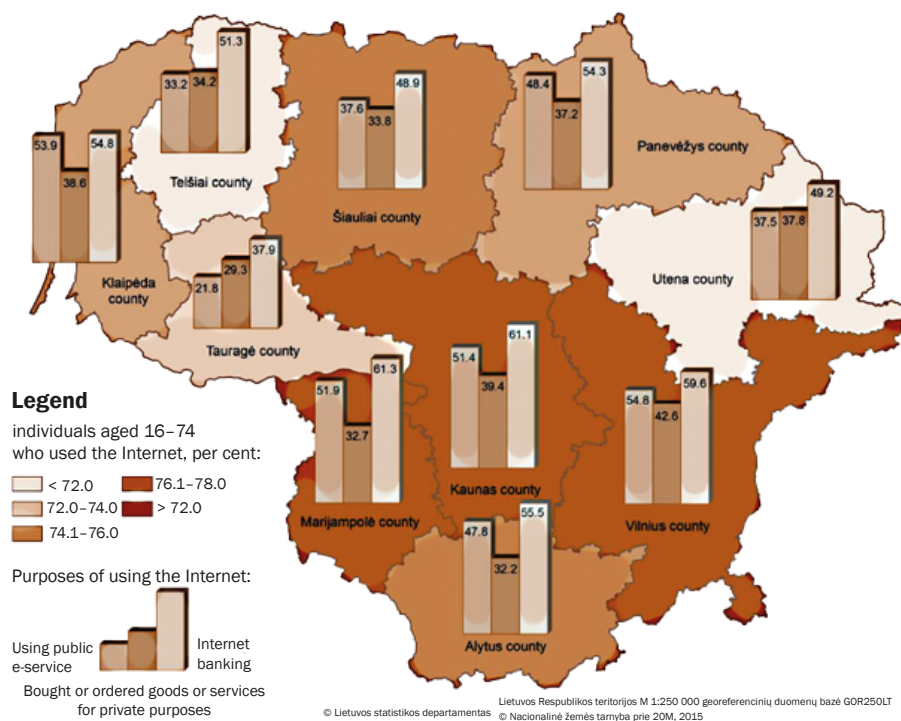
SEB Bank and the information and communication technology company TEO (*Telia*, 2016) inform, that more and more people aged 65 and over are discovering the Internet and smart technology services to manage finances, communicate with relatives and spend their leisure time. The share of the elderly who use the Internet at least once a week in Lithuania (2016) is 23% (*Telia*, 2016).

According to the survey data (*Statistic of Lithuania*, 2017), in the first quarter of 2017, 76% of persons aged 16–74 were using a computer. A considerable proportion of computer users were young people: 97% of persons aged 16–24, 94% of those aged 25–34. In the first quarter of 2017, out of the total number of

persons aged 65–74, 34% were using computers, while 61% had never used them. In the first quarter of 2017, 78% of persons aged 16–74 were using the Internet (in 2016, 74%). Out of the total number of persons aged 16–24, 98% were using the Internet, while out of those aged 65–74 – 34%. 82% of Internet users were using it daily (or almost daily), 15% – at least once a week. Thus, persons regularly (at least once a week) using the Internet accounted for 97% of all Internet users, or 75% of all persons aged 16–74.

62% of internet users aged 16–74, or 48% of the total population in this age group, used the electronic services (e-services) of public authorities and other public service institutions at least once a year.

Fig. 7. Purposes of using the Internet in Lithuania, 2017



Source: *Statistics of Lithuania*, 2015.

The statistic shows the daily Internet usage rate of online users in Lithuania in 2017, sorted by age group. During the survey period, it was found that 74% of Internet users aged 55+ were accessing the Internet every day (*Statista*, 2017), using the Internet from any device, and more than 90% 55+ own mobile phones (*Statista*, 2017).

EDUCATION OF THE SENIORS IN THE FIELD OF ICT IN THE PARTNER COUNTRIES

POLAND

Seniors can take advantage of numerous offers of education, improvement and acquiring knowledge in various fields. Currently, the so-called Universities of the Third Age include elderly people in the system of lifelong learning, broadening their knowledge, activating them intellectually, mentally and physically as well as stimulating their curiosity. Currently, there are around 400 of them in Poland and new ones are constantly being created. These institutions use several names: University of the Third Age, Academy of the Golden Age, Full Life Academy, Third Age Academy, Third Age Art Academy and the University of the Golden Age, Open University, University of Every Age, Open University of the Third Age. Some of them are affiliated to the International Federation of UTA (AiUTA), some have legal status (U3A societies), others operate as leading entities (Szarota, 2009, p. 83). They function systematically as part of specific classes and semesters during the academic year, or in the form of open meetings. The main activity is the broadly understood education of seniors. Issues raised are related to gerontological prophylaxis, dissemination of active aging patterns, including participation in social and civic life. Science and technology are popularized, and intellectual, cognitive and physical activities are enhanced.

Wide Range of Activities. Seniors can take advantage of a wide range of activities. The basic forms include lectures combined with discussion. They can be monographic, cyclic, interdisciplinary and course lectures, i.e. an introduction into art or science (Czerniawska, 2009, p. 101). In the field of humanities, they can also learn about cultural studies, and gain knowledge about literature, film, theatre, music, history and local traditions. The Universities also offer language learning, and computer courses, where seniors can learn to navigate the web and use e-mail. They can also extend their knowledge in the fields of applicable law, medicine and ecology. They participate in academic lectures, foreign language courses, seminars and conservatories. Thus, they are able to develop and expand their range of interests from a variety of activities.

Method of Teaching. Lectures by local representatives of intellectual and social elites are often used. Social trips, outings and meetings are also organized. The trend of formal education includes courses in practical skills, such as foreign language courses. During some courses, seniors are introduced to advanced modern technologies encountered in everyday life. Computer

Academies of the Third Age offer courses in computer usage. The Third Age Skills Academy offers art and craft workshops, entrepreneurship and creativity workshops, etc. (Pikuła, 2014, p. 133).

SLOVAKIA

Seniors in Slovakia are educated particularly in Universities of Third Age, as well as classes organised by non-profit organizations, private companies, and local municipal institutions. They focus mainly on active seniors (who are usually associated in the clubs covering the Unions of Pensioners of Slovakia, although not necessarily). Classes generally include ICT education, various health exercises, foreign languages, crafts, and so on. The method of education and didactics is similar to the Polish model.

Seniors' education in ICT is implemented by several organizations at different levels of public life. The first is carried out at institutional level, based on the Action Plan 2014–2020 prepared by the National Active Aging Institute. This plan includes, among other things, the development of ICT skills in the lives of elderly people which is also an indicator of active aging. The following goals were set:

1. Educational ICT training to maintain employability for people over 50
2. Systematic support of seniors in the active usage of information resources (Internet, e-government), as well as preparing seniors to control and use modern technologies, with a particular focus on further education
3. Improving digital literacy by raising awareness, reducing the fear of using ICT. Support for the use of ICT in the field of banking, mobile phones
4. Access to ICT technologies in social services facilities (Internet, etc.)
5. The development of ICT in the context of the humanisation of social services
6. ICT education for older people working in agriculture (courses focused on current market requirements) (Národný program aktívneho starnutia SR, 2014)

Third Age Universities. Senior education is also covered by Third Age Universities (U3A) which are run by universities themselves. However, not all of them also deal with digital technologies or ICT, many teach programs related to their respective curriculum, but with regard to the interests of seniors. The U3A is payable, but only with a symbolic fee (from 30 to 120 euros per academic year). At the end, students receive a diploma and have a graduation

ceremony. Many universities teach ICT, for example digital literacy, which includes: social networks, photography, video editing, PC basics, web page creation, MS Office, laptop control, computers in practice, or even working with Android. At the Slovak Technical University in Bratislava, and computer science, Internet, tablet and smartphone control at the University of Žilina. Methods and style of teaching are not publicly stated. From the experience of our U3A in Trnava, it is a combination of lectures and workshops, depending on the topic.

Non-profit organisations and private companies. In Slovakia, several private and non-profit organizations are active in senior education. One of them is AkSen, which, as a non-profit organization, preparing foreign language courses, art workshops, and memory training – but there is no ICT in their offer. The non-profit organization Memory, situated in the Slovak capital of Bratislava, deals with the prevention of Alzheimer’s disease, and trains elderly people with dementia.

A company called *IT learning* is the only one that offers training in the ICT sector. Seniors are charged for this training. Lessons consist of different packages, such as the basics of computer work, Internet basics, Microsoft Office at different levels, YouTube marketing. The disadvantage is that courses only take place in Bratislava. Internet, TV and telephone provider Telekom regularly runs courses for seniors, not only dealing with computers, but also controlling tablets and smartphones. “I can use my own knowledge from the course in everyday working with the smartphone and the tablet. The principles of their control are very similar, I can always watch TV right on my tablet. The world is digitizing and advancing rapidly, and it is very welcome for the elderly, if young people are able to give us the latest knowledge, and especially when they can do it in an appropriate way. It was excellent that the lecturers were sitting with us with a personal approach, they explained everything to us. I admire the company that it is also interested in other groups of users other than their primary target group”, said one of the participants (Eduworld, 2017).

Learning on local level. Seniors also have the opportunity to learn in the cities where they live, as part of municipal programs to improve their quality of life. These courses are provided in many smaller and larger towns, even neighbourhoods, and many focus on developing ICT skills. They are funded from their own budget, but also from EU funds, specifically from the project called *Active Seniors*, which each town can concentrate on. For example, in the town of Michalovce in the east of Slovakia, this project was implemented between 2013 and 2015, but due to the great interest of seniors in ICT courses, Michalovce plans to continue the project. Part of the course is devoted to

Windows, Office, printer, email, Internet, and data transfer to USB or mobile. “I was very pleased to have been invited to the Senior ICT course. Thank you for allowing me to take part in the project and obtain new knowledge. You have created very good conditions for us in a nice environment...”, one of the participants said (Ciganocová, & Machová, 2015, p. 1). Some of the towns even offer mobile phone education, for example in Stropkov. Seniors' training in ICT on a local level is an ideal way to reach the largest target group.

UNITED KINGDOM

Across the UK, there are many online and face to face training opportunities for 50+ seniors. The majority of the educational schemes have tuition fees. Local digital community support groups are organising ICT support courses that offer introductory training and can also inform about future opportunities or other available sources. Unfortunately, the ICT learning opportunities for seniors are few, and in so many cases their existence is not widely disseminated, resulting in low participation. In most cases, the provider organizes introductory and intermediary courses, and they are available online or in community centres, or other venue locations. Learning is usually organised in the form of drop-in sessions, which requires an individual approach with learners and usually includes support with computers, tablets and/or smartphones.

Most of the activities in the UK that are widely known are offered nationally, while many opportunities are provided at a local and regional level. Additionally, interested seniors also have an opportunity to access online sources and platforms and get online training through the initiatives shown in the list below. Some of the most well-known providers which can provide seniors with ICT courses and learning opportunities are:

- 50+ forums
- University of the Third Age (U3A)
- AGE UK
- Further Education Colleges
- National Careers Service
- Open Learn by the Open University
- Government funded agencies (such as Learn direct and UK Online Centres)
- Websites such as Digital Unite, BBC, WebWise, Learn My Way, First Click and Alison
- Care Online project
- Get Digital, Digital Unite (2010–2012)

Method of Teaching. Research conducted in a variety of towns and cities throughout the UK showed that seniors had reported a number of learning mechanisms and practices which they used to acquire ICT skills and competencies. Some examples are:

- Self-directed learning
- Inter-generational learning
- Peer-to-peer learning
- Taught classes
- Face-to-face provision (classes and/or drop-in centres) – in most cases libraries and community organisations (e.g. 50+ forums; University of the Third Age (U3A) and Age UK)
- Learndirect
- UK Online Centres
- Community-learning classes for all ages

Another important point highlighted was that many seniors are relying on family and friends to support them during their engagement with ICT (Sandhu, Damodaran, & Ramondt, 2013).

Level of Participation in these Courses. In most cases, the level of participation in courses and other initiatives is low, due to many factors, such as inadequate publicity of the course or event, accessibility and lack of fundamental skills in ICT. 9% of the seniors did not feel confident in participating in an ICT course, due to their total unawareness of how to use ICT tools. 66% of the seniors in the UK are unable to search for information online, excluding them from the opportunity to become informed about training opportunities and other initiatives. 79% of seniors also feel unsafe using the Internet. From a study conducted in the UK, reports from the seniors who participated in the ICT training that were offered in a local level were various. The level of satisfaction can be easily extracted from the comments which seniors have made on the procedure, and the feedback they gave to the researchers.

Many seniors reported that they felt alone in the whole process, while they needed the tutor to be by their side and explain or even demonstrate some examples to them. Another problem reported was the use of jargon and ambiguous language which was not explained to the elderly participants. This fact caused misunderstanding and lack of ability to follow the pace of the group.

Also, seniors reported that they prefer a simple and easy to understand teaching style which is slow-paced and with frequent repetitions. The cost of some courses was also reported as negative feedback, mainly when a training course contained self-taught components. Some of the elderly participants expressed their interest in repeating a course for the sake of learning

and better integrating the knowledge, but they lacked the financial means to do so. Seniors are always reporting “bad memory” issues which make them unable to remember and follow the procedures needed in an ICT course.

In some cases, seniors are not satisfied with an ICT training course because they use a different device and operating system, and they don't have access to familiar programmes and applications. In many cases, they possess a device that is older than the ones used during the course, and they cannot practice their acquired skills in real life (Sandhu, Damodaran, & Ramondt, 2013).

Innovations. In the UK, most of the examples of ICT education are offered online.

AGE Concern Hampshire is an excellent example of ICT training for seniors. It is a charity working on helping seniors to be active and acquire a lifelong learning approach. The organisation offers open Computer centres in various locations all over the United Kingdom and invites seniors to join the classes and learn how to manage applications on a computer (*Age Concern Hampshire*).

ACE IT: initiative has also been inspired by AGE Concern in Edinburgh. The programme offers community-based computer training, both within the Edinburgh area and beyond. IT Tutors are also available online to help any interested party to improve or acquire ICT skills in specific areas (*Ace It, Computer Training*).

Technology in Later Life (TILL). Project, Open University in Milton Keynes. This is an international project which aims to explore technology use by adults aged 70+ years, living in rural and urban environments. The project was conducted in the UK and Canada (*Age UK*).

Learn My Way is a website which offers free online courses for beginners on how to use computer, phone or tablet. Seniors can learn basic skills regarding using a computer or mobile device such as a phone or tablet, online basic, online safety, improving health online, managing money online and public services online (*People First, Computer Skills*).

The Third Age Foundation runs regular courses for people over 40 with the aim of combatting ageism. The Foundation supports its clients in gaining computer skills, with the aim of improving the quality of their personal and professional life (*People First, Computer Skills*).

The Barclays Bank Digital Eagles scheme supports people in building confidence with computers and the Internet. They conduct their activities in their branches, libraries or local community centres across the UK. The sessions are interactive and focus particularly on Internet security, pop-up ads, and fraud (*People First, Computer Skills*).

Open Age is a charity working across the London Boroughs of Kensington & Chelsea and Westminster and supports elderly people in sustaining their

physical and mental fitness, maintaining an active lifestyle and developing new and stimulating interests. They offer training in computer, iPad and smart-phone skills (*People First, Computer Skills*).

New Horizons is run by RBKC, NHS Kensington & Chelsea, Adult and Community Learning, and by other charitable trusts. They run regular beginners and advanced computer classes for people over 50 (ibid, paragraph 9).

Net Worx is a Peabody project set up to help elderly people in London learn how to use the Internet. They provide free one-to-one sessions in relaxed and informal settings. They focus on online shopping and banking, as well as online communication (*People First, Computer Skills*).

Westminster Digital Champions is a service that aims to increase the level of digital inclusion within the borough and develop (apart from other basic computer skills) money management and online safety. Many other available initiatives can be found on a local or national level (*People First, Computer Skills*).

LITHUANIA

Lithuania has well developed legal bases for promoting lifelong learning among its residents. Its adult education policy is shaped in line with the functioning laws and strategies, i.e. with:

Republic of Lithuania Law on Education (2011), which provides that the goal of education is to ensure conditions enabling individuals to acquire the basics of civic and political culture which embody democratic traditions, and to develop the abilities and experience needed by individuals for competence as a citizen of Lithuania and a member of the European and global community, as well as of a multi-cultural society.

National Education Strategy guidelines for 2013–2022 (2013), which highlights the mission of education to assist individuals in the acquisition of professional qualifications, which meet the standards of modern technologies, culture and individual abilities, and to provide for lifelong learning, satisfying their cognitive needs; to seek new competencies and qualifications, instrumental for the individual's career advancement and for the realization of their fulfillment of a meaningful life.

Lifelong Learning Strategy (2008), which aims at foreseeing and defining areas for lifelong learning development and measures for implementing these goals with particular emphasis on professional training and adult continuing learning.

In 2008, in response to the European Communication from the Commission, *Adult Learning: it is never too late to learn* (2008), a *Lifelong Learning Strategy* was approved, which echoed the strategic priorities of the *Long-Term Development Strategy of the Lithuanian State 2020*. In forming economic politics, the emphasis falls on the quality of employment and investment in the growth of human capital, the growth of physical, financial and social infrastructure, the development of science, technologies and innovation and macroeconomic stability of the country. *Lifelong Learning Strategy* presupposes that the growth of a competitive economy and knowledge society and the prevention of social exclusion not only form the need to acquire indispensable qualifications for the labour market needs, but also create opportunities to improve skills, and give training or retraining on demand. The quality of the personnel is becoming an increasingly important criterion for describing the labour supply. It should be noted that the Strategy for the first time highlighted another important adult education feature, non-formal non-vocational adult training, which is important not only for employment or economic well-being purposes, but also for the reach of social cohesion, active citizenship, and the well-being of individuals (Žemaitaitytė, 2011, pp. 322–329).

The Law of the Republic of Lithuania on Non-formal Adult Education and Continuing Learning, which came into force in 2014, focused on the implementation of the legal guarantees for the provision of the inherent right of every individual for lifelong development of one's personality, for developing the facilities for an individual to acquire knowledge and skills; for reaching for new definitions of the meaning of life, for strengthening, along with professional skills, the quality of leisure activities, and for gaining active citizenship. The Law enforces adult education on the national and municipal levels, creates a new position of coordinator of adult education in municipalities and establishes an adult pedagogue-andragogue professional status. The function of dissemination and consultancy for the broad population should undoubtedly result in a more active participation of both institutes and individuals in organizing and delivering of non-formal adult education.

Though not all of that which was planned has been implemented to its full extent, to ensure continuity of the process, the *Non-formal Adult Education and Continuing Learning Development Program* for the period 2016–2023 was passed in 2016. It gave the basis for establishing and developing non-formal adult education and a continuing learning system in Lithuania, which is affordable and socially equal, matching the social needs of an individual in successfully functioning in an open civil society, and the labour market. It should be noted that Lithuanian strategic documents regulating the field of

education continue to emphasize the need for developing lifelong learning systems, increasing the availability of adult learning opportunities, and promoting lifelong learning diversity (Dromantienė, & Žemaitaitytė, 2017).

In 2011, the *Social Information and Training Agency* conducted an applied study of adult education, which analysed the participation of the elderly in learning. During the survey, 479 elderly persons interviewed. Data from the survey showed that about one-fifth (21%) of the elderly (55–74 years old), have participated in some kind of training in the last 3 years, in which they tried to enrich their knowledge and acquire new skills (*Taikomasis suaugusiųjų svietimo tyrimas*, 2011).

CONCLUSION

ICT USAGE AMONG SENIORS

Generally, we can assume that Internet or smartphone usage among seniors in partners' countries is rising, although not rapidly. Seniors prefer classic media such as television, radio or newspapers to get their information. On the other hand, there is a group of active seniors who are not afraid to try and learn how to use new technologies. We can also say, that computer knowledge is more frequented among seniors than smartphones.

Even though smartphone, computer and Internet prices are decreasing, fear and low motivation to use them is the main cause of low penetration of digital technologies among seniors. They use mobile phones mostly on calling, sending texts, getting the time or taking photos. Smartphones can be tricky: they have difficult controls, small letters and they are generally complicated.

In this chapter we will compare data describing seniors, based on statistics called A look at the lives of elderly people in EU (*Eurostat*, 2017). We will see differences between the European average and partners' countries.

The share of elderly people over 65 in the European Union is 19.2% and the closest to this average are Lithuania and United Kingdom. On the contrary, the youngest population is in Slovakia:

- Lithuania: 19.0%
- Poland: 16.0%
- Slovakia: 14.4%
- United Kingdom: 17.9%

Regarding life expectancy after the age of 65, European women live 21.2 years and men 17.9 years after the age of 65. What about our project's

countries? Generally, women live longer than men, and in the United Kingdom life prolongation is the most significant out of the four project countries. Of course, the number of healthy years is lower. The European average is 9.4 years (men and women) after the age of 65.

Table 4. Life expectancy after the age of 65 in partner countries

Country	How many years can they expect after 65?		How many healthy years can they expect after 65?	
	Women	Men	Women	Men
Lithuania	19.2	14.1	5.5	5.0
Poland	20.1	15.7	8.4	7.6
Slovakia	18.8	15.0	3.8	4.1
United Kingdom	20.8	18.6	10.4	10.2

Source: based on the Eurostat survey "A look at the lives of elderly people in EU" (2017).

The socialization of the elderly is of course a problem nowadays, because many seniors live alone, without family. ICT technologies can certainly help to solve this problem. The average number of seniors living alone in EU is 32.1%. In Lithuania it is 45.9%, in Poland only 28.2%, in Slovakia 30.4%, and in United Kingdom 32.0% seniors live alone. In the past, children generally lived with their parents in multigenerational houses, but nowadays they travel for work abroad or to regions with more work opportunities, so seniors become dependent on themselves or social services.

In the 28 European Union countries, 45% seniors use the Internet at least once a week. In Lithuania and Poland, it is only half that average (23%). In Slovakia, 35% of seniors use the Internet and in United Kingdom it is 73% of all seniors.

SENIORS' EDUCATION

In all the partners' countries, there exist various forms of senior education in the field of ICT. Most educational activities take place under the Universities of Third Age, which cover various study programmes, including developing ICT skills such as computer and Internet. Smartphone use is not that common a subject as it should be. Besides the U3As, there is wide range of activities organised for seniors on a local level or by non-government organizations. Some of them are free and some are paid. To help seniors socialize and become inclusive in society, governments also develop many activities for

senior education characterized by various long-term plans to help the elderly be part of digital society.

We can assume that there is a need for ICT education in the population of seniors. There is only small amount of elderly people who can control smart-phone and use the Internet. Although, this knowledge could increase quality and comfort of their lives in many ways, especially in communication with the rest of the world and arranging such things like shopping, banking etc.

CHAPTER II

**EFFECTIVENESS OF LOCATION-BASED GAMES
AS A METHOD OF EDUCATION –
RESEARCH CONDUCTED AS A PART OF
THE LOGASET PROJECT**

THE EFFECTIVENESS OF LOCATION-BASED GAMES AS A METHOD OF EDUCATION – RESEARCH CONDUCTED AS A PART OF THE LOGASET PROJECT

Research on the education of seniors is a continually developing area of educational studies (Wandke, Sengpiel, & Sönksen, 2012; Hernández-Encuentra, Pousada, & Gómez-Zúñiga, 2009; Pangbourne, Aditjandra, & Nelson, 2011; Bjerling, Curry, & Maeder, 2014). However, current researchers emphasize the need for further exploration, due to the extent of this area of research, as well as ongoing social and civilizational changes. Furthermore, these explorations rarely consist of experimental research. Studies on education with the use of experiment are currently neglected in Polish pedagogy. The experimental model is considered the leading research method in psychology (Brzeziński, 2007, p. 431). However, the same method is discussed differently in handbooks on pedagogy: “Despite the various opinions of pedagogues, experiment should be considered a method of pedagogical research” (Pilch, & Bauman, 2001, p. 72).

The LoGaSET project was based on the concept of edutainment – the fusion of valuable educational content with elements of entertainment, being one of the more effective methods of transferring knowledge, acquiring skills, and shaping social attitudes. The effectiveness of this method is to a large extent based on the informal character of education. The educational content is usually hidden in a formula attractive to the recipient, who is often unaware of the fact, that he is participating in education – acquiring new knowledge or developing new skills (Richardson, Jasmine, Hancock, & Tellier, 2014). The concept of edutainment (including the use of location-based games as an educational method) is gaining popularity as a form of teaching (Tsai, Wen, Chang, & Kang, 2014; Ebner, & Holzinger, 2007; Inclezan, 2013; Michael, & Chen,

2006). However, there are only few studies verifying the effectiveness of its use. What is especially important – location-based games as an educational method are aimed particularly at young learners. Furthermore, it is not used in teaching the use of ICT. The preliminary research conducted for the needs of this project included the first study on the use of location-based games in teaching seniors practical skills connected with ICT (Jurczyk-Romanowska, Gulanowski, & Marcinkiewicz, 2014). Furthermore, there is a growing research interest in seniors as players and users of computer games (Schutter, 2011; Schutter, 2012; Gerling, Livingston, Nacke, & Mandryk, 2012).

The fundamental idea of the LoGaSET project was the creation of a course for seniors in the use of smartphones. This course was realized using two methods: the class-lesson method and the location-based game method. For the needs of this project, researchers have accepted the following definitions of the two methods used: (1) Location-based game – includes such elements as: condition of winning (i.e. a clear definition of when the game is won); the goal (i.e. what the player has to achieve in order to win – in each game there are usually more goals and their achievement conditions of winning); action (i.e. clearly defined actions which the player should achieve during the game); obstacles (i.e. all the difficulties to be overcome for the player to achieve the goal – this is therefore the essence of the competition, providing the joy of the game); rules (i.e. various restrictions which must be respected during the game, but thanks to which the joy of winning is achieved) (Tkaczyk, 2012, p. 102). Furthermore, location-based games are played in an urban area. (2) The class-lesson method “is based on the division of students into classes. Each class, grouping students of a certain age and with similar preparation, is aimed at equipping them with a certain amount of knowledge, skills, and habits established by the curriculum of a specific subject. At the same time, the curriculum of each subject in each class is divided into sections, and these are divided into individual lessons. Lessons in each subject are held according to a fixed timetable, either daily or every few days” (Okoń, 1965, p. 168). The location-based games method was also called the innovative method, and the class-lesson method – the traditional method.

In order to introduce a systematized distinction between the two educational methods, the following operationalization was developed:

Table 5. Operationalization of the traditional and innovative methods

The innovative method (location-based game)	The traditional method (class-lesson method)
condition of winning	lack of winning or losing
obstacles (purposeful distractors)	obstacles, removing distractors
rules of the game	standardised rules of conduct
story of the game (the class was based on a previously created script)	conduct of the class (classes were conducted according to a previously created synopsis)
classes in the urban area	classes conducted in a classroom
central place of participants (students) in educational process. Educator as facilitator	central place of teacher in the educational process. Educator as teacher
Programme and educational goal – hidden and concealed	Didactical programme – unconcealed and highlighted
student/participant enter roles according to the story of the game	student/participant enters social roles

Source: own research based on Malewski 2006; Dębska 2010.

Based on these concepts, the researchers designed a project of two courses: consisting of the same topics, aimed at teaching the same skills, based on the same teaching materials, realized at the same time, consisting of an equal number of classes of the same duration, and conducted by the same number of educators, but using two different educational methods. The first course was called the traditional course (based on the class-lesson method), the other was called the innovative course (based on the location-based game method).

The project consisted of five stages:

1. Preparation – during which researchers created scenarios of games with necessary appendixes and attachments, as well as the training of researchers, educators, and observers from all partner organizations
2. Pilot study – during which both educational methods were tested and the necessary corrections of scenarios and attachments were made
3. Study – during which both the traditional and innovative courses were conducted, as well as the research verifying the effectiveness of both methods
4. Evaluation – during which results of the study were analyzed. One of the results of this stage is this publication
5. Dissemination of the conclusions and methodology of the project. This stage will occur after finishing work on this publication. As the

dissemination will take place in the future, it is merely noted here by the authors

In this part of the book, the authors describe the consecutive stages of the project. They also present their conclusions from the research. At the end of this chapter there is a list of tips for future educators, which has been created based on the experience from the both courses, traditional and innovative.

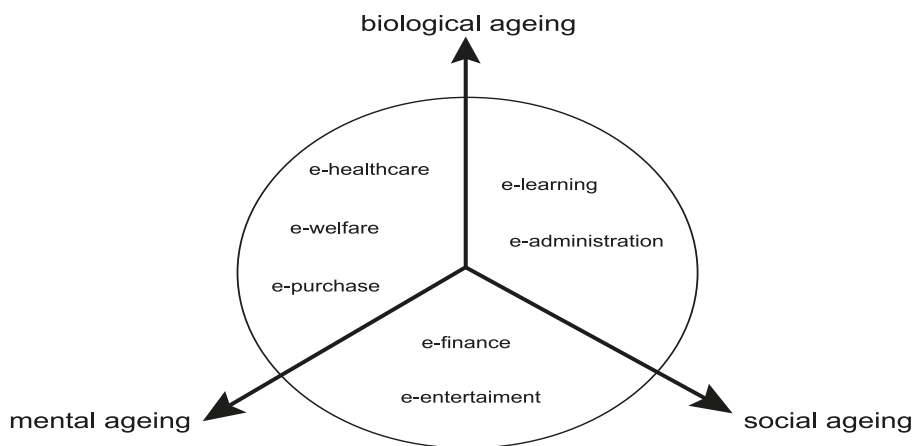
PREPARATION STAGE

The preparation stage of the LoGaSET project took place from 1 November 2017 to 28 February 2018. The biggest challenge of this part of the project was the creation of a first version of the scenarios of the course in smartphone use skills for seniors. The aim of the project was the comparison of two educational methods: the traditional (class-lesson) and the innovative (location-based games). It must be emphasized that combining ICT skills education with location-based games was quite a challenge, especially due to the lack of examples of this kind of education aimed at seniors. Location-based games are becoming an ever more popular form of activity, combining entertainment with social interaction and education. However, this method had previously been aimed at young learners, raising the question of possible health related limitations for older people. Designing games for people over 65, involving moving around, was difficult, and needed to take into account a number of social, psychological, and physical factors, which could have become a potential barrier in using this method in the education of seniors. Thus, the multiple testing of the proposed educational activities combined with necessary corrections was of uttermost importance. This was the reason for inviting researchers from such fields as pedagogy (andragogy), psychology, and physical culture sciences to join the project. It was also the reason for the selection of appropriate educators, who would later work as volunteers with the seniors, as well as observers, whose task was to observe all the classes. The documents which they created could become a key factor in diagnosing imperfections in the classes, as well as enabling the evaluation of the effectiveness of each of the educational paths.

All these questions were discussed during the first meeting of the project partners, which took place in Wrocław on 4 and 5 December 2017. As a result of this meeting, the Polish researchers took responsibility for creating the scenarios for the games and classes for applications chosen by the partners during the meeting. Selection of the applications was preceded by a search

query. The thematic scope was established, based on the outline of Ewa Frąckiewicz: *Three dimensions of aging and the possibility of using new technologies* (Frąckiewicz, 2009, p. 41). While choosing the source on which the selection was made, researchers took into account the European character of the study conducted by Ewa Frąckiewicz as part of the Summer Fellowship programme funded by the European Center Natolin grant. The dimensions of aging and possibilities of using new technologies designed by this researcher are adequate to the situation of Polish seniors, who were the target group, and they also present the European standard which was the point of reference.

Fig. 8. Three dimensions of aging and the possibilities of the use of new technologies



Source: Frąckiewicz, 2009, p. 41.

The next step in designing the course was a survey of seniors, with the aim of selecting the areas in which the lack of access to the virtual world is a barrier in daily life, leading directly to the digital exclusion, and indirectly to the social exclusion of older people. Based on this survey, researchers compiled a catalogue of the needs of seniors which might be satisfied by the use of smartphone applications. Only free applications with an interface in the language of each participating country were taken into consideration:

- Google Play / App Store
- QR Scanner
- Camer
- Voice Recorde
- WhatsApp
- Google Maps
- Google Translate
- TripAdvisor

Teaching seniors the use of these applications became the didactic aim of the course. Each class was dedicated to a different application although, due to its complexity, two classes were required for Google Maps, the first for route planning and the basic functions of the map, and the second for planning a trip using public transport. The final class of the whole course was dedicated to the repetition and consolidation of the skills already acquired.

The next important question was to design a programme of training for educators. Conducting classes in the form of pedagogical experiment required the involvement of numerous volunteers, possessing not only competences in working with older persons, but also didactic and gamification knowledge. This meant that all partner organizations had to conduct special training for educators, covering the following topics:

- Educational work with adults
- Physical health of the elderly
- Didactic conditions for effective teaching
- Games as an educational method in teaching seniors
- Designing games for adults
- Role of an observer in quantitative research. Using applications measuring the achievements of seniors

The partners from Poland (Pro Scientia Publica), Slovakia (University of Trnava), and Lithuania (Mykolo Romeiro University) already had access to good human resources. However, the United Kingdom partner (Kairos Europe) had much more limited resources, because it is a private company without any ties to a university, but with great experience in educational work with adults. Furthermore, the first testing of scenarios, in which representatives of all partners involved in the project were to participate, was to be conducted in London by Kairos Europe as part of the pilot stage. Thus, the partners decided that there was no need in engaging a number of educators in Kairos comparable with the number in the other partner organizations. Finally, 64 educators and observers, and 12 researchers were invited to conduct the courses, as presented in table 6.

Table 6. Number of researchers, educators and observers involved in the LoGaSET project

	Poland	Lithuania	Slovakia	United Kingdom
Researchers	5	3	2	2
Educators and observers	18	17	26	3

Source: own research.

During the preparation stage, researchers from Poland designed the first version of the scenarios for the traditional classes and games for the innovative courses in the use of smartphones for seniors, which were to be tested during the pilot stage conducted in London.

THE PILOT STAGE

The pilot stage of the LOGaSET project was conducted from 1 March to 31 May 2018. The main tasks of the partners during this stage were:

- Translation of scenarios into the language of each country
- Adaptation of maps and rules for location-based games for conditions in each country
- Testing of scenarios in each city
- Testing of tools used for the observation of the courses

The first testing of the scenarios was conducted during partners meeting in London on 22 and 23 March 2018. Representatives of Kairos Europe organized games and classes for the representatives of the other partner countries. This pilot stage was the basis for necessary corrections in the scenarios, mostly concerning the WhatsApp and TripAdvisor applications. In the first case, the game was originally based on building small decoys, but it turned out that participants focused too much on the aesthetic aspect, and the game did not create the need for communication with other players. Thus, the decoys were replaced with simple sketches. In the case of the TripAdvisor game it turned out that the mechanics were too complicated for the participants, who were supposed to plan a trip for random and carefully defined fictional characters. As a result, the main task of the games was simplified, and in the next version of the game the seniors were supposed to design a trip for themselves. Each of the scenarios was discussed in detail with the participants, and then a number of small corrections were made, mostly aimed at simplifying the scenarios. During the meeting in London, the partners also decided that both the pilot stage, as well as the training for educators, would be conducted first in Poland. This solution was based on two issues. Firstly, the team of researchers from Poland, who were also the creators of the scenarios, had the greatest facility for noticing faults and correcting them directly. Furthermore, due to the number of team members and wide access to institutions working with seniors, the Polish team (in the case of making radical changes in the scenarios) had the possibility to organize a second training for educators, so the ultimate training would be similar in all partner organizations.

After the meeting in London, the Polish team made all necessary corrections in the scenarios and instructions, and the other partners added them to the appropriate language versions. Furthermore, Slovakian partner designed a special application for conducting observations on the courses (*Stopwatch*), which worked well during the traditional classes, but the use of which during location-based games was quite difficult. Thus, the partners eventually decided to conduct observations the traditional way, recording the data on printed spreadsheets.

The first teams conducting the pilot stage with the participation of seniors were researchers from Poland and Lithuania. In Poland the pilot course was conducted from 9 to 20 April 2018 in Wrocław. 14 seniors participated (7 in the traditional course, and 7 in the innovative course), aged 63 to 79. In Lithuania the pilot course was conducted from 9 to 30 April 2018 in Vilnius, and 26 seniors participated (15 in the traditional course, and 12 in the innovative course), aged 64 to 78. The last partner to conduct the pilot stage was the Slovakian team. In Slovakia the course was cumulated and conducted in Trnava from 28 to 31 May 2018. 12 seniors participated (6 in the traditional course, and 6 in the innovative course), aged 63 to 78. The partners sent their remarks to the creators of the scenarios on a daily basis, enabling them to make up-to-date corrections of the content and prepare the final version of the scenarios before agreed deadline.

Table 7. Comparison of pilot stage in partner organisations

	United Kingdom	Poland	Lithuania	Slovakia
Date	22–23.03.2018	9–20.04.2018	9–30.04.2018	28–31.05.2018
City	London	Wrocław	Vilnius	Trnava
Number of participants	10 (partners)	14 (seniors)	27 (seniors)	12 (seniors)

Source: own research.

The most important conclusion after conducting the pilot stage in four different locations was that the scenarios did not require major corrections. The game mechanics were flexible enough to be easily adjusted to the conditions of each location, so there were no barriers to adjusting every game to each location. Furthermore, the training of educators was conducted in each country with volunteers of similar age, but with various social, cultural, and educational experience. However, the training was met with great enthusiasm in all the partner countries. Another conclusion was that seniors learning with location-based games performed the final tasks much faster

than seniors learning with the class-lesson method, which was a spur to further research into the effectiveness of each method. One unexpected result of the pilot stage was the very positive opinion of the project among seniors – many seniors contacted the researchers and expressed their willingness to participate in the courses, before the recruitment of participants for the proper stage of courses had even begun. This resulted in a larger number of participants in Poland and Slovakia being accepted for the proper stage of the project. As has already been mentioned, the researchers needed to simplify the method of gathering data from the observations, as the application was not effective during the location-based games involving moving around the city. The introduction of this new element in the research was connected with the risk of losing the data. Thus, it was decided that the proper stage of the project would begin in June 2018, in case it was necessary to make some additional corrections and repeat training for observers in this stage of the project.

PROPER STAGE

The proper stage of the LOGaSET project took place from 1 June to 31 November, 2018. The main tasks of the partners at this stage were:

- Translation of the final version of the scenarios into the language of each partner organization
- Conducting the traditional course (class-lesson method) and innovative course (location-based games) as educational experiment
- Collection of data enabling an assessment of the effectiveness of each educational method

Immediately after the conclusion of the pilot stage, the scenarios were corrected and the proper courses began in Poland, from 4 to 15 June 2018 in Wrocław, with the additional aim of testing the tools of observation of both the classes and the games. There were 32 participants (16 in the traditional course, 16 in the innovative course), aged from 65 to 76. Before starting the course, each senior underwent an interview, the aim of which was the evaluation of their level of skills of the use of smartphone (pre-test). At the end of the course the participants were asked to fill out a post-test, which enabled an assessment of the change in skills for each of the applications covered during the course. Observations were made during the course, and at the conclusion the participants were asked to fill out evaluation questionnaires, as well as participate in focus interviews.

Based on the courses conducted during the proper stage in Poland, the project partners decided that the research tools which had been designed and later improved were adequate and effective for measuring the effectiveness of both educational methods. This meant that there was no necessity to make any further corrections and all partners could start conducting the courses in their own countries.

The conclusions drawn from the courses conducted in Poland were presented at a meeting of all partners in Vilnius on 25 and 26 August 2018. The details and conditions of the courses, which researchers in all countries were required to meet, were established. These conditions included:

- Random division of participants into the traditional and innovative course groups
- Conducting both courses at the same time of the day, to minimize the influence this might have on the effectiveness of teaching
- Conducting the courses in a short period of time – the preferred choice was to conduct the courses on consecutive days
- Participation of equal number of researchers, educators, and observers in the courses – the preferred choice was 1 researcher, 2 educators, and 2 observers per each class or game
- A clear division of tasks during the course – the researcher supervises the conduct of the experiment, the educators conduct the class or game and answer questions of the participants, and the observers merely observe. The seniors to be informed that they cannot ask the observers about anything
- The seniors were not allowed to change the course during its duration (i.e. from traditional to innovative and vice versa)
- The educators should carefully read and follow the scenarios during the courses. No changes, arising from group interactions were allowed
- In the innovative course, it was not allowed to make any lectures before the game – the seniors received instructions and solved all tasks using those instructions
- In both groups, the seniors receive the same instructions on the use of applications (attachments to the scenarios)
- In the innovative course, the seniors were awarded stickers with smiley faces for each task solved. The stickers were to be awarded immediately after the solution of a task. After each completed game, the educators counted the stickers, both for each individual participant, as well as for the whole team. Each game concluded with the announcement by the educators of the score
- In the traditional course, the seniors were awarded stickers at the end of each class for solving the tasks they encountered during the class

- The consolidation of knowledge was a very important question. Thus, at the end of each class or game the seniors solved (identical for both courses) control task from the previous class or game. All seniors received the same task and solved them individually

After the meeting in Vilnius, project partners began the conduct of the proper stage of the courses. Courses on Trnava, Vilnius, and London were conducted almost simultaneously. In Lithuania the courses were conducted on from 24 September to 5 October. There were 22 participants (11 in the traditional course, 11 in the innovative course), age 60 to 80. In Slovakia the courses were conducted on from 15 to 26 October 2018. There were 21 participants, age 65 to 78. In the United Kingdom the courses were conducted on from 15 October to 16 November 2018. There were 15 participants, age 64 to 85. Overall, during the proper stage of the project, 90 seniors participated in the courses, 45 in the traditional course (class-lesson) and 45 in the innovative course (location-based games).

Table 8. Summary of the courses during the proper stage of the project in all partner organisations

	United Kingdom	Poland	Lithuania	Slovakia
Time	15.10-16.11.2018	04-15.06.2018	24.09-15.10.2018	15-26.10.2018
City	London	Wrocław	Vilnius	Trnava
Number of participants	15 (seniors)	32 (seniors)	22 (seniors)	21 (seniors)

Source: own research.

The courses were conducted without any serious problems, and there was a very high rate of attendance among the participants, who were very actively engaged in the classes and games. Post-tests conducted at the end of the courses have shown that the participants had acquired skills in using the applications covered during the courses, and in only a few cases some exercises were unsolved. This outcome must be evaluated as very positive, especially taking into consideration the fact that most of the seniors began the courses possessing only the skill of answering a phone call, and for some of them this was their first contact with a smartphone. Both education methods were effective, but differed with regard to the pace of the tasks solved during the last (evaluation) game and class. Seniors participating in the innovative course solved almost twice as many tasks as the seniors participating in the traditional course in the same time.

After the completion of the courses, the researchers and educators of all the partner organizations began the evaluation stage.

EVALUATION STAGE

The evaluation stage of the LoGaSET project took place from 1 December 2018 to 31 January 2019. The main tasks during this stage were:

- Summary of the conducted courses
- Preparation of a guide for educators of seniors in smartphone use (based on the scenarios tested during the proper stage for both games and classes) in the languages of the project partners
- Training representatives of local NGOs in methods of the education of seniors in smartphone use, in both educational methods

The last, evaluation meeting of the project partners took place in Trnava on 6 and 7 December 2018. The partners discussed the initial conclusions drawn from the courses and collated the research documentation.

Below are the results of the evaluation questionnaires, completed by participants at the conclusion of both courses during the proper stage of the project.

EVALUATION OF THE LOGASET PROJECT

The main research aim of the LoGaSET project was the verification of the effectiveness of both educational methods used during the courses. Thus, the participants of the courses were asked in a questionnaire about which competences in smartphone use they already possessed. The skills which they declared in the questionnaire were also verified during an interview conducted during the recruitment process, as a part of which seniors were asked to perform certain tasks using a smartphone. As a result, the researchers discovered that most of the seniors willing to participate in the project could only make and answer phone calls and send and read text messages on their smartphone. Seniors who could not use a touchscreen at all also applied to participate in the project, and acquired this skill just before the start of the course, or even during the course itself. Seniors whose competences were above the average level were a minority.

The total number of seniors participating in the project in all four countries was 90. The participants were divided into two groups, which underwent education using two methods: (1) the control group, participating in the traditional

course (class-lesson method) and (2) the experimental group, participating in the innovative course (location-based games). Because this handbook is a guide for readers in the field of education of seniors in smartphone use, as well as a presentation of the conduct of the educational experiment in all four partner countries, in further analysis the authors focus on the comparison of the courses in the various countries. The main aim is the presentation and discussion of differences in the perception of the course in all four partner countries. Equally important is the presentation of similarities in the conduct of the courses in varied social and cultural environments, which lead to the conclusion that the proposed educational methods can be used in various countries and can be adapted to different agglomerations and are thus flexible. For this reason, the authors have made the comparison of the partner countries the basis of a statistical analysis of the data obtained. However, other factors were also taken into consideration during the research, such as the method employed (traditional and innovative), gender (male and female), and age category (the participants were divided according to the median into two groups: older and younger seniors). Correlations between these factors were presented in all situations, when the results were statistically significant or on the border of significance. The basic method used in the analyses was the analysis of variance, using the Pearson's Chi-squared test, and in the case of smaller groups – the Fisher's exact test. The tools used are listed in the descriptions of each table.

Expectations of seniors regarding the courses. In the evaluation questionnaire, the participants were asked to list their expectations regarding the courses. The answers had a projective character, as the seniors were asked after the courses to describe their expectations before the courses. The answers were catalogued in the following order:

1. To be unafraid of smartphones
2. To learn to use my smartphone
3. To improve my skills in using a smartphone
4. To have a good time with friends

Seniors could choose more than one answer; thus, each category was interpreted separately.

The answers about the expectations connected with the elimination of the fear of smartphones were balanced in all partner countries, as can be seen in Table 9. Answer '1' means the occurrence of the expectation of eliminating the fear of smartphones, answer '0' means the lack of such expectation. The partner countries were coded as follows: (1) Poland, (2) Lithuania, (3) Slovakia,

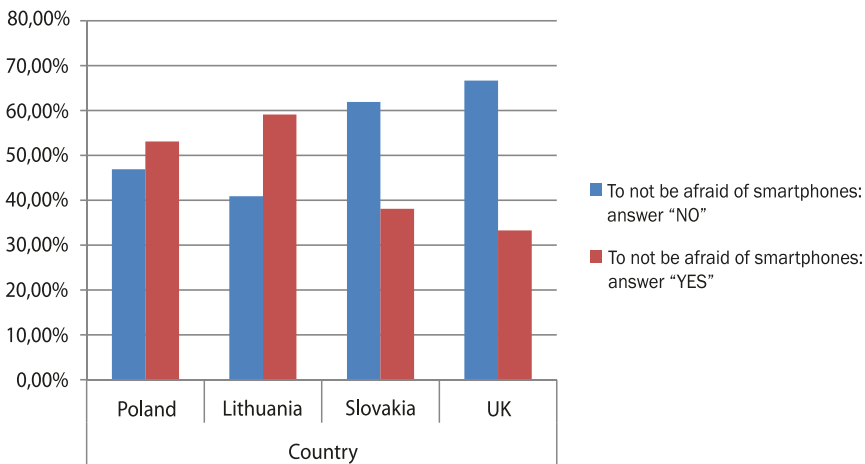
(4) United Kingdom. The research demonstrated that in partner countries 47.8% of seniors expected that their fear of smartphones will decrease as a result of the courses. This answer was chosen by 59.1% seniors from Lithuania, 53.1% from Poland, 38.1% from Slovakia. The lowest number choosing this answer was in the United Kingdom – only 33.3%.

Table 9. Expectations – reducing the fear of smartphones

		NO	YES	Total	
Country	PL	Count	15	17	32
		% within Country	46.9%	53.1%	100.0%
	LT	Count	9	13	22
		% within Country	40.9%	59.1%	100.0%
	SK	Count	13	8	21
		% within Country	61.9%	38.1%	100.0%
	UK	Count	10	5	15
		% within Country	66.7%	33.3%	100.0%
Total	Count	47	43	90	
	% within Country	52.2%	47.8%	100.0%	

Note: N 90; Pearson Chi-Square 3,539; df 3; p ,316; Cramer's V ,316.
 Source: own research.

Fig. 9. Fear of smartphone use among participants of the courses



Source: own research.

It must be noted that the need for reducing the fear of smartphones was declared by most of the male participants, contrary to the female participants. It is difficult to point to a statistical significance of this phenomenon, as the

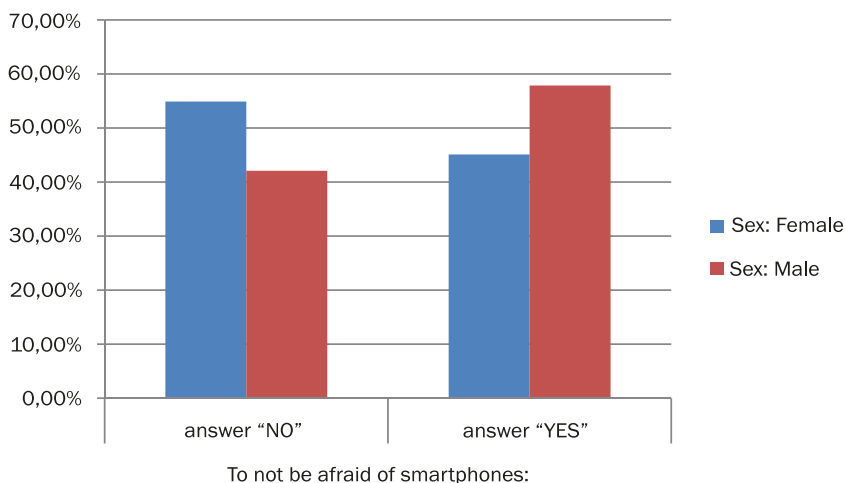
number of men participating in the project was only 19, which may be connected with the fact that men on average do not live as long as women, and are more inclined to withdraw from social life in old age. Women have a decidedly greater need for life-long education – 90% of students of all Universities of the Third Age are women (Leszczyńska-Reichert, 2005; Szarota, 2004).

Table 10. Fear of smartphone use – distribution by sex of the participants

		NO	YES	Total	
Sex	F	Count	39	32	71
		% within Sex	54.9%	45.1%	100.0%
	M	Count	8	11	19
		% within Sex	42.1%	57.9%	100.0%
Total	Count	47	43	90	
	% within Sex	52.2%	47.8%	100.0%	

Note: N 90; Pearson Chi-Square ,988; df 1; p ,320; Cramer's V ,105; Fisher's Exact Test ,439. Source: own research.

Fig. 10. Fear of smartphone use – distribution by sex of the participants



Source: own research.

The next expectation declared by the participants was education in using a smartphone. Again, the answers were similar in all four countries. On average 63.3% of participants began the course with such an expectation. The highest number was in United Kingdom (80.0%) and the lowest in Lithuania (54.5%).

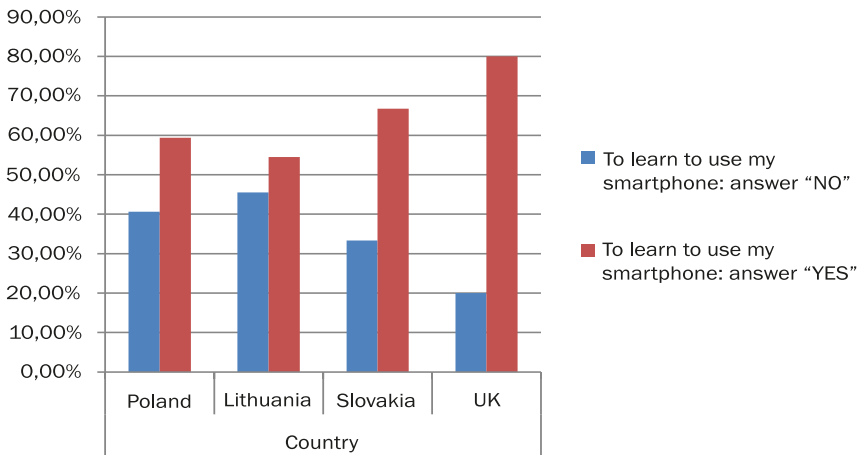
Table 11. Expectations – education in the field of using a smartphone

		NO	YES	Total	
Country	PL	Count	13	19	32
		% within Country	40.6%	59.4%	100.0%
	LT	Count	10	12	22
		% within Country	45.5%	54.5%	100.0%
	SK	Count	7	14	21
		% within Country	33.3%	66.7%	100.0%
	UK	Count	3	12	15
		% within Country	20.0%	80.0%	100.0%
Total	Count	33	57	90	
	% within Country	36.7%	63.3%	100.0%	

Note: N 90; Pearson Chi-Square 2,842; df 3; p ,417; Cramer's V ,178.

Source: own research.

Fig. 11. Expectations – education in the field of using a smartphone



Source: own research.

Analysing this expectation by age, we must emphasize an important difference. The need for education in smartphone use increases with age. Among younger seniors (below the median age of the participants), this need was declared by 53.2%, but among older seniors (above the median age of the participants) it was 74.4%. Perhaps for the participants of the study the need for mastering the use of smartphones reflects a need to find themselves in the real world, which is shaped by new technologies, and also the possibility of raising their prestige in relation to the younger generation (Wolfgiel, 2008).

Table 12. Expectations – education in the field of using a smartphone – distribution by age of the participants

		NO	YES	Total	
Age category	≤67	Count	22	25	47
		% within Age category	46.8%	53.2%	100.0%
	>67	Count	11	32	43
		% within Age category	25.6%	74.4%	100.0%
Total	Count	33	57	90	
	% within Age category	36.7%	63.3%	100.0%	

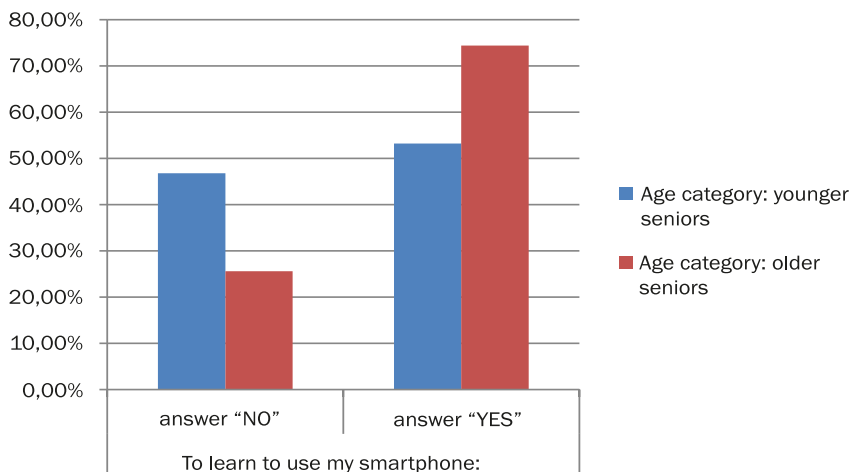
Note: N 90; Pearson Chi-Square 4,357; df 1; p ,037; Cramer's V ,220; Fisher's Exact Test ,049. Source: own research.

Table 13. Expectations – education in the field of using a smartphone – distribution by age of the participants – statistical significance tested with Pearson Chi-Square and Fisher's Exact Test

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4,357 ^a	1	,037		
Fisher's Exact Test				,049	,030
N of Valid Cases	90				

Note: Cramer's V ,220. Source: own research.

Fig. 12. Expectations – education in the field of using a smartphone



Source: own research.

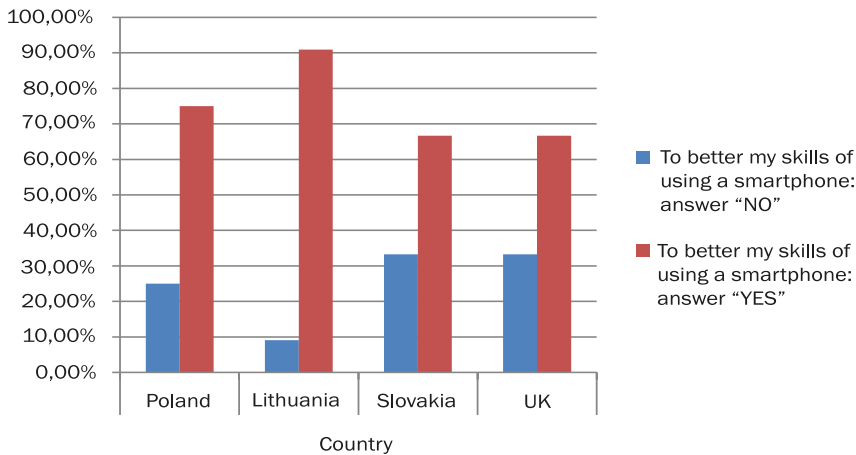
In all partner countries, most participants (75.6%) wished to improve their skills in using smartphones. The highest percentage was in Lithuania (90.9%), then in Poland (75.0%), and in the United Kingdom and Slovakia it was 66.7%.

Table 14. Expectations – bettering of the skills of using a smartphone

		NO	YES	Total	
Country	PL	Count	8	24	32
		% within Country	25.0%	75.0%	100.0%
	LT	Count	2	20	22
		% within Country	9.1%	90.9%	100.0%
	SK	Count	7	14	21
		% within Country	33.3%	66.7%	100.0%
UK	Count	5	10	15	
	% within Country	33.3%	66.7%	100.0%	
Total	Count	22	68	90	
	% within Country	24.4%	75.6%	100.0%	

Note: N 90; Pearson Chi-Square 4,353; df 3; p ,226; Cramer's V ,220.
Source: own research.

Fig. 13. Expectations – bettering of the skills of using a smartphone



Source: own research.

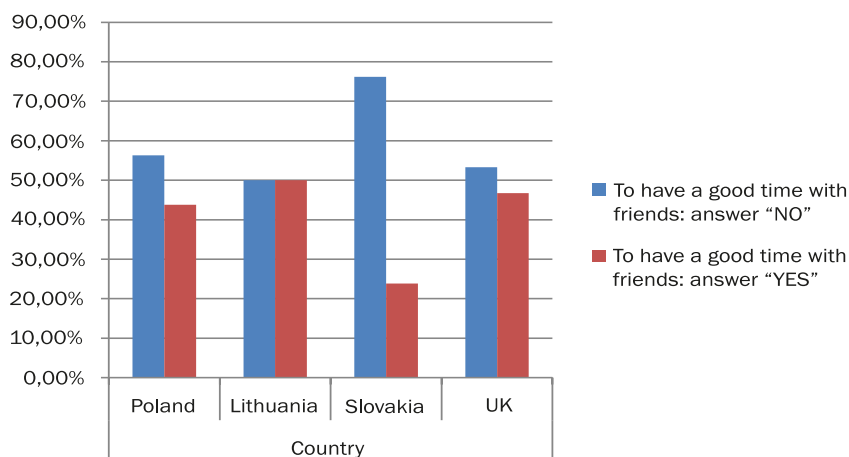
The fourth expectation was a need to spend quality time with friends. In this case there were also no big differences between partner countries. Such a need was declared by 41.1% of all participants – the highest percentage was in Lithuania, 50.0%.

Table 15. Expectations – social needs of the participants

		NO	YES	Total	
Country	PL	Count	18	14	32
		% within Country	56.3%	43.8%	100.0%
	LT	Count	11	11	22
		% within Country	50.0%	50.0%	100.0%
	SK	Count	16	5	21
		% within Country	76.2%	23.8%	100.0%
	UK	Count	8	7	15
		% within Country	53.3%	46.7%	100.0%
Total	Count	53	37	90	
	% within Country	58.9%	41.1%	100.0%	

Note: N 90; Pearson Chi-Square 3,598; df 3; p ,308; Cramer's V ,200.
Source: own research.

Fig. 14. Expectations – social needs of the participants



Source: own research.

In the case of social life expectations, there was a significant correlation between the need and the educational method – 53.3% of participants undergoing the innovative course declared this need, whereas among participants of the traditional course it was only 28.9%. It must be borne in mind that questions about the expectations of seniors were asked in the evaluation questionnaire, thus they had a projective character. The greater need for spending time with other people may thus be a result of the integrative function of location-based games (Chodzko-Zajko, 2005).

Table 16. Expectations – social needs of the participants – distribution by method of education

		NO	YES	Total	
Method	CLM	Count	32	13	45
		% within Method	71.1%	28.9%	100.0%
	LBG	Count	21	24	45
		% within Method	46.7%	53.3%	100.0%
Total	Count	53	37	90	
	% within Method	58.9%	41.1%	100.0%	

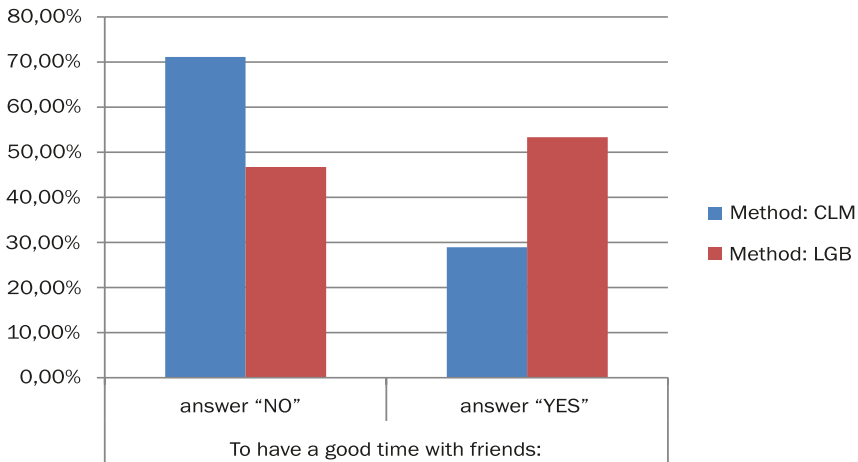
Note: N 90; Pearson Chi-Square 5,553; df 1; p ,018; Cramer's V ,248; Fisher's Exact Test ,032. Source: own research.

Table 17. Expectations – social needs of the participants – distribution by method of education – statistical significance tested with Pearson Chi-Square and Fisher's Exact Test

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.553 ^a	1	.018		
Fisher's Exact Test				.032	.016
N of Valid Cases	90				

Note: Cramer's V ,248. Source: own research.

Fig. 15. Expectations – social needs of the participants – distribution by method of education



Source: own research.

There is also a connection between the social life needs of participants and their age. Social needs were declared mostly by older seniors (51.2%),

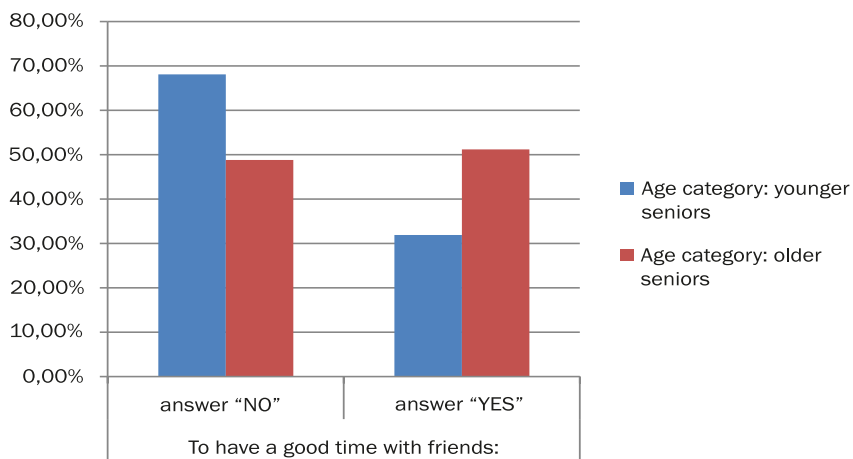
whereas among younger seniors it was only 31.9%. This correlation is on the border of statistical significance; however, it can be explained by the loneliness of seniors increasing with age.

Table 18. Expectations – social needs of the participants – distribution by age

		NO	YES	Total
Age category	Count	32	15	47
	≤67			
	% within Age category	68.1%	31.9%	100.0%
	Count	21	22	43
>67	% within Age category	48.8%	51.2%	100.0%
	Count	53	37	90
Total	% within Age category	58.9%	41.1%	100.0%

Note: N 90; Pearson Chi-Square 3,436; df 1; p ,064; Cramer's V ,195; Fisher's Exact Test ,087. Source: own research.

Fig. 16. Expectations – social needs of the participants – distribution by age



Source: own research.

The last question in the evaluation questionnaire was open, the last question enabled the gathering of additional answers. The participants listed such expectations as increasing the feeling of security when using smartphones, the need for mental relaxation among friendly people, good fun and new friendships, or increasing time spent among other people. Thus, according to the seniors participating in the project, they were not only motivated by the

need of raising their ICT skills, but also by social needs in order to combat loneliness, being tired with everyday life, and stagnation.

Evaluation of applications covered during the courses. In the evaluation questionnaire, the participants were asked to list which skills (in regard to each of the applications covered during the courses) they possessed at the beginning of the project. A four-level scale was used as the answer:

- 0 – I could not use the application at all and I still cannot
- 1 – I could not use the application and I had not heard about it before, but I started using it during the course
- 2 – I had heard about this application, but I could not use it, and I started using it during the course
- 3 – I had known this application and I used it, and during the course I only improved my skills

This same scale was used for nine questions regarding each of the applications covered during the courses. Below is a presentation of the level of participants' skills at the beginning of the courses, divided into partner countries: (1) Poland, (2) Lithuania, (3) Slovakia, (4) United Kingdom. The analysis was based on the variance analysis, Pearson's Chi-squared test was used, and additionally Fisher's exact test. Seniors were also presented with the possibility of adding their own answers – there was an open question for every application.

Google Play / App Store. The first application covered during the course was Google Play or App Store (depending on the type of smartphone used by the participants). Table 19 presents the numbers and percentages of participants' answers in each of the partner countries. From this, it can be seen that in almost all partner countries the predominant answer was:

Table 19. Knowledge of the Google Play / App Store applications by participants

		Level of the knowledge				Total	
		0	1	2	3		
Country	PL	Count	2	16	3	11	32
		% within Country	6.3%	50.0%	9.4%	34.4%	100.0%
	LT	Count	0	4	6	12	22
		% within Country	0.0%	18.2%	27.3%	54.5%	100.0%
	SK	Count	0	16	2	3	21
		% within Country	0.0%	76.2%	9.5%	14.3%	100.0%
	UK	Count	0	11	2	2	15
		% within Country	0.0%	73.3%	13.3%	13.3%	100.0%

		Level of the knowledge				Total
		0	1	2	3	
Total	Count	2	47	13	28	90
	% within Country	2.2%	52.2%	14.4%	31.1%	100.0%

Note: N 90; Pearson Chi-Square 22,995; df 9; p ,006; Cramer's V ,292.

Source: own research.

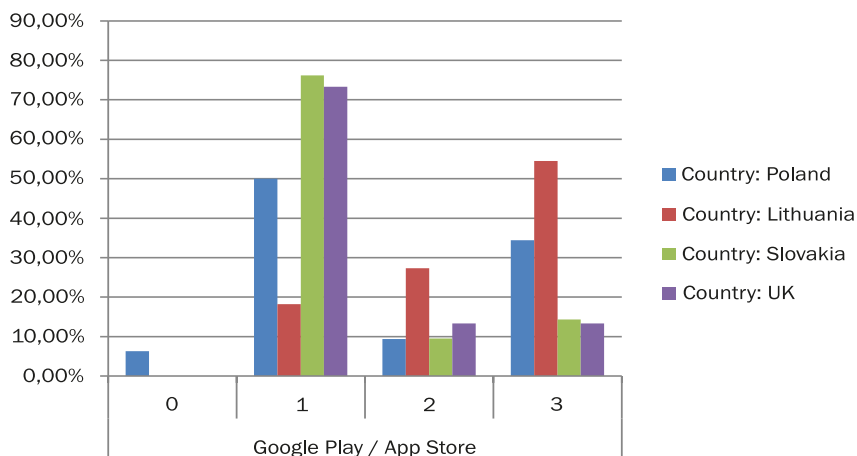
Table 20. Knowledge of the Google Play / App Store applications by participants – statistical significance tested with Pearson Chi-Square

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.995 ^a	9	.006
N of Valid Cases	90		

Note: Cramer's V ,292.

Source: own research.

Fig. 17. Knowledge of the Google Play / App Store applications by participants



Note: Answers: (0) – I could not use the application at all and I still cannot, (1) – I could not use the application and I had not heard about it before, but I started using it during the course, (2) – I had heard about this application, but I could not use it, and I started using it during the course, (3) – I had known this application and I used it, and during the course I only bettered my skills¹.

Source: own research.

Answering the open question regarding Google Play / App Store, participants evaluated this application positively, emphasizing its usefulness, as being the point of entry to the further development of smartphone use skills. The application caused a number of emotions, mostly positive, however there

¹ This note applies to all figures referring to the use of applications.

were some concerns that it is so complicated, that seniors are afraid of it. This was mostly visible in questions asked about credit card number which appeared during the installation of other applications. Seniors felt threatened, disoriented, and they feared that someone will spy on them (agreeing for the localization, access to files or the camera) or rob them (question about credit card number). Thus, it can be stated that seniors have a low level of knowledge about safety in the digital world, which should be increased during the courses – in the virtual world seniors are immigrants (Prensky, 2001), they do not feel safe in it, they do not know the language code (abbreviations or emojis), they have many fears and think there will be some negative events as a result of their lack of knowledge or the lack of skills in using phones with touchscreens. Thus, as a conclusion regarding the future of adult education – special courses in cyber safety for seniors are of the uttermost necessity.

QR Code Scanner. Originally, the creators of the courses wanted to introduce an application connected with buying food and verifying the ingredients of products (Polish application “Zdrowe zakupy” and corresponding applications in other partner countries). However, it turned out that there are no similar free of charge applications in all partner countries. The other reason for the change was the usefulness of QR codes during location-based games. Thanks to them, seniors could easily access selected websites and follow the instructions presented therein. In the evaluation questionnaire, most seniors (76.7%) stated that they had never heard about this application before. The results were similar in all countries, except that in Lithuania the percentage was slightly higher. This was probably caused by the promotion of culture in Vilnius – monuments in this city are equipped with QR codes to websites with information about them. The popularity of QR codes in the public space in Vilnius may have had this effect. In Lithuania, 54.5% of participants had never heard of this application before, but 36.4% had heard of it before, but only started using it during the course.

Table 21. Knowledge of the QR Code Scanner application by participants

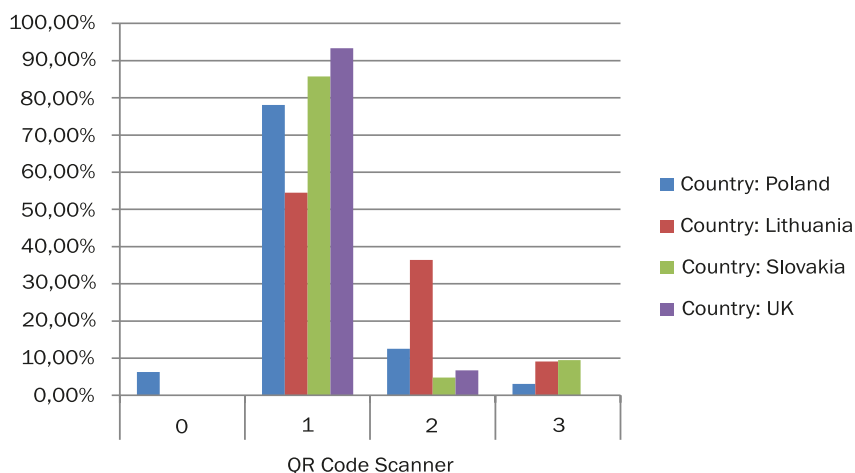
		Level of the knowledge				Total	
		0	1	2	3		
Country	PL	Count	2	25	4	1	32
		% within Country	6.3%	78.1%	12.5%	3.1%	100.0%
	LT	Count	0	12	8	2	22
		% within Country	0.0%	54.5%	36.4%	9.1%	100.0%
	SK	Count	0	18	1	2	21
		% within Country	0.0%	85.7%	4.8%	9.5%	100.0%

		Level of the knowledge				Total	
		0	1	2	3		
Country	UK	Count	0	14	1	0	15
		% within Country	0.0%	93.3%	6.7%	0.0%	100.0%
Total		Count	2	69	14	5	90
		% within Country	2.2%	76.7%	15.6%	5.6%	100.0%

Note: N 90; Pearson Chi-Square 16,720; df 9; p ,053; Cramer's V ,249.

Source: own research.

Fig. 18. Knowledge of the QR Code Scanner application by participants



Source: own research.

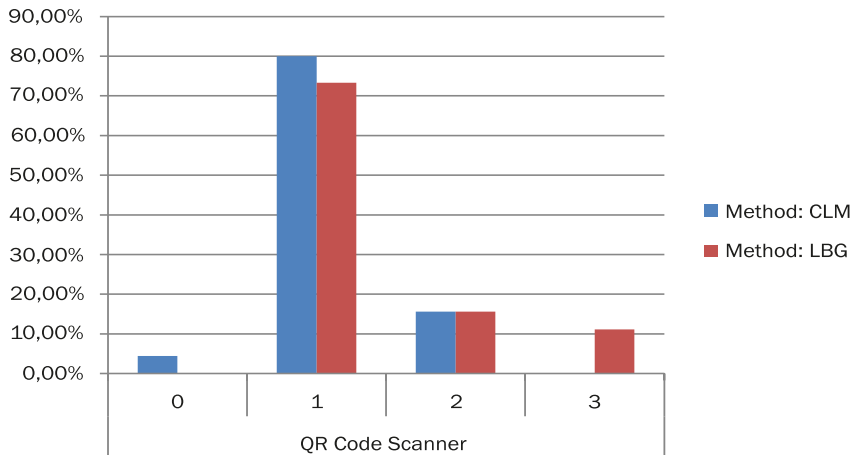
As QR codes played an important role in arranging the games, they were also evaluated differently by the seniors who participated in the traditional course – 4.4% seniors had not heard of it before and could not use it after the course, and 80% had never heard of this application before but learned to use it during the course. However, in the innovative course, 73.3% of participants had never heard of this application before but learned to use it during the course, 15.6% had heard of it before but learned to use it during the course, and 11.1% had used it before. It must be borne in mind that the answers of the participants are retrospective and the usefulness of the application during the courses could have influenced the answers about competences. However, the differences are on the verge of statistical significance.

Table 22. Knowledge of the QR Code Scanner application by participants – distribution by method of education

		Level of the knowledge				Total	
		0	1	2	3		
Method	CLM	Count	2	36	7	0	45
		% within Method	4.4%	80.0%	15.6%	0.0%	100.0%
Method	LBG	Count	0	33	7	5	45
		% within Method	0.0%	73.3%	15.6%	11.1%	100.0%
Total		Count	2	69	14	5	90
		% within Method	2.2%	76.7%	15.6%	5.6%	100.0%

Note: N 90; Pearson Chi-Square 7,130; df 3; p ,068; Cramer's V ,281.
 Source: own research.

Fig. 19. Knowledge of the QR Code Scanner application by participants – distribution by method of education



Source: own research.

In the qualitative evaluation of the QR Code Scanner there were completely different answers, strongly linked to the method of the course. Participants of the traditional course evaluated this application negatively – they regarded it as useless, and that the time could have been used for a different application. Furthermore, they evaluated it as difficult, due to the need of precise scanning of the codes, which was a barrier for them, due to a decrease of motor functions. On the other hand, participants of the innovative course evaluated the application positively, emphasizing its simplicity and usefulness. On this basis we can conclude that courses of ICT skills should be based on skills which will be useful for seniors in everyday life. The pragmatic aspect of the choice of

seniors as to what they should dedicate their time to is important. Seniors (as opposed to young persons) live with the awareness of their own mortality, and a limited time which they experience in the context of the end of life, thus they make choices which do not give them the feeling of wasting time but rather giving them a visible result.

Camera. The third class/game was dedicated to the use of cameras in mobile phones. It must be emphasized that of all applications covered during the course, cameras were the best known by the participants. Overall, 65.6% of the participants declared that they knew and could use a camera before the course, and they merely improved their skills during the courses. The highest percentage of participants using the camera was in Lithuania (86.4%), and the lowest in the United Kingdom (only 40.0%).

Table 23. Knowledge of the camera application by participants

		Level of the knowledge				Total	
		0	1	2	3		
Country	PL	Count	1	5	5	21	32
		% within Country	3.1%	15.6%	15.6%	65.6%	100.0%
	LT	Count	1	1	1	19	22
		% within Country	4.5%	4.5%	4.5%	86.4%	100.0%
	SK	Count	0	5	3	13	21
		% within Country	0.0%	23.8%	14.3%	61.9%	100.0%
	UK	Count	0	8	1	6	15
		% within Country	0.0%	53.3%	6.7%	40.0%	100.0%
	Total	Count	2	19	10	59	90
		% within Country	2.2%	21.1%	11.1%	65.6%	100.0%

Note: N 90; Pearson Chi-Square 17,105; df 9; p ,047; Cramer's V ,252.

Source: own research.

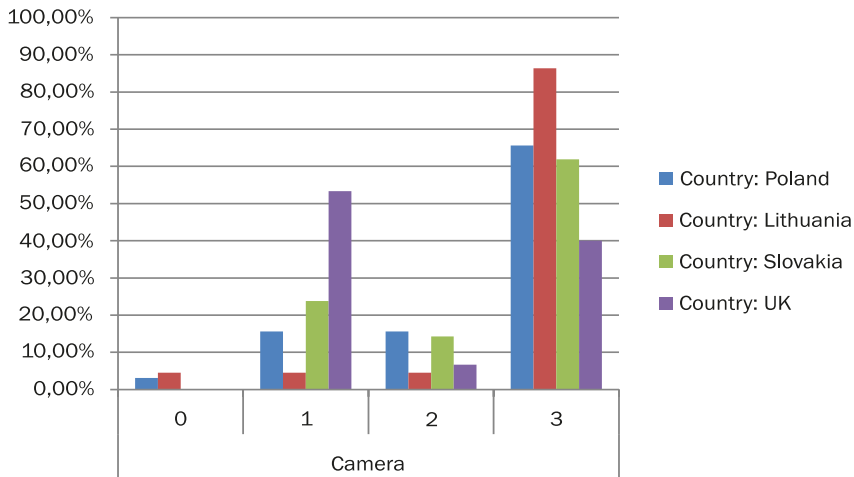
Table 24. Knowledge of the camera application by participants – statistical significance tested with Pearson Chi-Square

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.105 ^a	9	.047
N of Valid Cases	90		

Note: Cramer's V ,252.

Source: own research.

Fig. 20. Knowledge of the camera application by participants



Source: own research.

Significant differences in the skill of taking photos were observed in relation to age. 32.6% of older seniors used the camera in a smartphone for the first time, and 78.7% of younger seniors merely improved their skills. This result may be connected with the greater fears of using smartphones declared by the older seniors, as well as with their motor skills. The percentage of persons with minor motor problems (connected, for instance, with Parkinson’s disease) increases with age. With age, involution changes occur in the nervous system and a characteristic trembling of hands occurs, which has an effect on the use of precise hand movements (such as using buttons on a smartphone or ATM) (Sebastian, Dąbrowska, Ignasiak, & Żurek, 2008). Thus, it becomes important to stimulate the coordination of hand-eye movements, which is an important factor in maintaining the quality of life of elderly people.

Table 25. Knowledge of the camera application by participants – distribution by age

		Level of the knowledge				Total	
		0	1	2	3		
Age category	≤67	Count	0	5	5	37	47
	% within Age category		0.0%	10.6%	10.6%	78.7%	100.0%
Age category	>67	Count	2	14	5	22	43
	% within Age category		4.7%	32.6%	11.6%	51.2%	100.0%

		Level of the knowledge				Total
		0	1	2	3	
Total	Count	2	19	10	59	90
	% within Age category	2.2%	21.1%	11.1%	65.6%	100.0%

Note: N 90; Pearson Chi-Square 9,919; df 3; p ,019; Cramer's V ,332.

Source: own research.

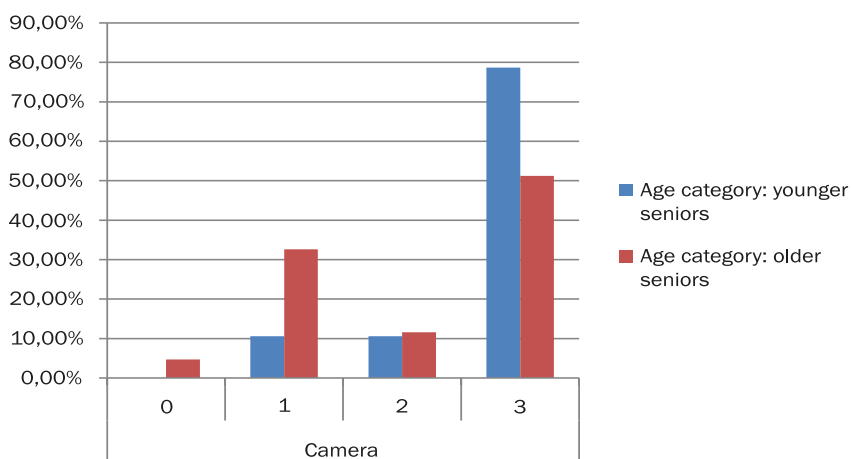
Table 26. Knowledge of the camera application by participants – distribution by age – statistical significance tested with Pearson Chi-Square

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.919 ^a	3	.019
N of Valid Cases	90		

Note: Cramer's V ,332.

Source: own research.

Fig. 21. Knowledge of the camera application by participants – distribution by age



Source: own research.

In answers to the open question seniors listed a number of positive emotions connected with taking photos. It was a pleasure for them to take pictures of themselves and their friends, as well as the possibility of sending the pictures as attachments to text messages. They did not declare any difficulties in using cameras. During this part of the course seniors were collecting memorabilia – photos, and some of them declared that they wanted to become amateur genealogists, proving that the skills connected with taking pictures, editing them, and managing their collections, are for them very important and useful,

and a motivation for taking part in a course of ICT skills. Thus, we can conclude that genealogy can be a positive motivation in increasing the effectiveness of ICT skills courses for seniors.

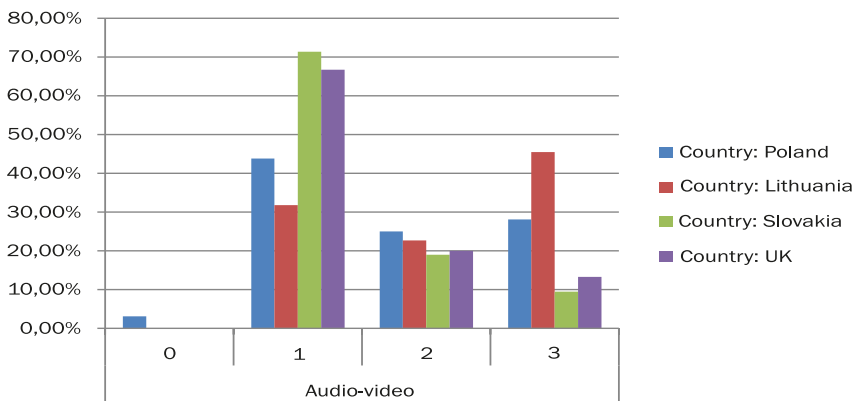
Audio-video. During the fourth class/game, participants improved their skills in using cameras, also learning how to create audio and video recordings. Participants indicated in the evaluation questionnaire that over half of them (51.1%) used these smartphone functions for the first time, the highest percentage being in Slovakia (71.4%), and the lowest in Lithuania (31.8%). In Lithuania 45.5% seniors declared that they had already possessed such skills, and merely improved them during the course.

Table 27. Knowledge of audio/video recording applications by the participants

		Level of the knowledge				Total	
		0	1	2	3		
Country	PL	Count	1	14	8	9	32
		% within Country	3.1%	43.8%	25.0%	28.1%	100.0%
	LT	Count	0	7	5	10	22
		% within Country	0.0%	31.8%	22.7%	45.5%	100.0%
	SK	Count	0	15	4	2	21
		% within Country	0.0%	71.4%	19.0%	9.5%	100.0%
	UK	Count	0	10	3	2	15
		% within Country	0.0%	66.7%	20.0%	13.3%	100.0%
Total	Count	1	46	20	23	90	
	% within Country	1.1%	51.1%	22.2%	25.6%	100.0%	

Note: N 90; Pearson Chi-Square 12,883; df 9; p ,168; Cramer's V ,218.
Source: own research.

Fig. 22. Knowledge of audio/video recording applications by the participants



Source: own research.

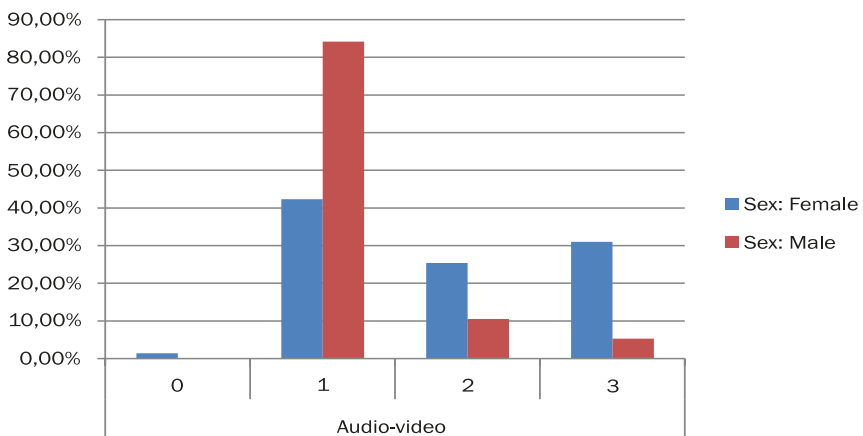
An interesting correlation is the difference in the self-evaluation of skills at the beginning of the course between women and men. As it has been mentioned earlier, there was a large disproportion between men and women, thus this result may be considered as only a suggestion, not a conclusion. Among women 42.3% have encountered this possibility for the first time, and 31.0% only bettered it. In the case of men 84.2% have encountered the possibility of recording audio and video for the first time, but only 5.3% bettered it. This might be connected with the higher competences or needs of women in the field of (self-)presentation.

Table 28. Knowledge of audio/video recording applications by the participants – distribution by sex

		Level of the knowledge				Total	
		0	1	2	3		
Sex	F	Count	1	30	18	22	71
		% within Sex	1.4%	42.3%	25.4%	31.0%	100.0%
	M	Count	0	16	2	1	19
		% within Sex	0.0%	84.2%	10.5%	5.3%	100.0%
Total	Count	1	46	20	23	90	
	% within Sex	1.1%	51.1%	22.2%	25.6%	100.0%	

Note: N 90; Pearson Chi-Square 10,794; df 3; p ,013; Cramer's V ,346.
Source: own research.

Fig. 23. Knowledge of audio/video recording applications by the participants – distribution by sex



Source: own research.

Table 29. Knowledge of audio/video recording applications by the participants – distribution by sex – statistical significance tested with Pearson Chi-Square

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.794 ^a	3	.013
N of Valid Cases	90		

Note: Cramer's V ,346.
Source: own research.

Seniors evaluated this class/game as very engaging and useful, especially audio recording, which most of them had not used before. Voice recording, and especially the possibility of searching for something using voice, instead of typing on the screen (which is very small and difficult to see for seniors), were evaluated as very useful, and significantly increasing the pace of using the smartphone, and also increasing the comfort of using this kind of technology.

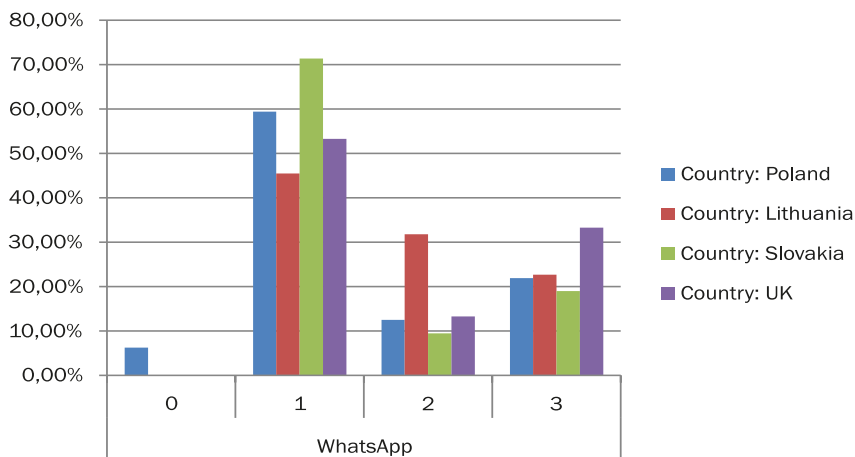
WhatsApp. The first cycle of courses concluded with the learning of the use of WhatsApp application. The level of declared knowledge of this application was similar in all countries. Overall, more than a half of the participants (57.8%) encountered this app for the first time during the courses. The highest percentage in Slovakia (71.4%), the lowest in Lithuania (45.5%). On the other hand, in the United Kingdom there was the highest percentage of participants who had used it before and merely improved their skill during the courses (33.3%). This can be explained by the fact that participants from London came from various ethnic minorities and were recruited among immigrants, which is a good illustration of the multi-ethnic character of that metropolis. Persons who have relatives in other countries, very often non-European countries, are more likely to try and learn to use a free application which enables them to talk with their relatives without additional costs.

Table 30. Knowledge of WhatsApp application by the participants

		Level of the knowledge				Total	
		0	1	2	3		
Country	PL	Count	2	19	4	7	32
		% within Country	6.3%	59.4%	12.5%	21.9%	100.0%
	LT	Count	0	10	7	5	22
		% within Country	0.0%	45.5%	31.8%	22.7%	100.0%
	SK	Count	0	15	2	4	21
		% within Country	0.0%	71.4%	9.5%	19.0%	100.0%
	UK	Count	0	8	2	5	15
		% within Country	0.0%	53.3%	13.3%	33.3%	100.0%
Total	Count	2	52	15	21	90	
	% within Country	2.2%	57.8%	16.7%	23.3%	100.0%	

Note: N 90; Pearson Chi-Square 9,893; df 9; p ,359; Cramer's V ,191.
Source: own research.

Fig. 24. Knowledge of WhatsApp application by the participants



Source: own research.

WhatsApp caused strong emotions among seniors. On the one hand they highly evaluated its usefulness. Participants were mostly enthusiastic about the possibility of conversations without additional costs (apart from internet access). On the other hand, participants considered it very complicated, having too many functions and possibilities. In the case of WhatsApp, seniors emphasized the need of systemic consolidation of knowledge and skills. Perhaps there should be more classes/games dedicated only to this application.

Google Maps. The next application covered by the course was Google Maps. Due to its complexity, two games/classes were dedicated to this application. The first one focused on the basic functions (setting route on foot or by car), and the second one to the possibilities of planning a trip using Google Maps. Over a half of the participants used this application for the first time, the highest rate being in the United Kingdom (73.3%), the lowest in Lithuania (40.9%). Interestingly, despite high rate of persons using it for the first time (57.1%) in this country, there was also a high rate of persons merely improving their skills (33.3%). Only a small number of persons declared that they had heard of this application but never used it (9.5%).

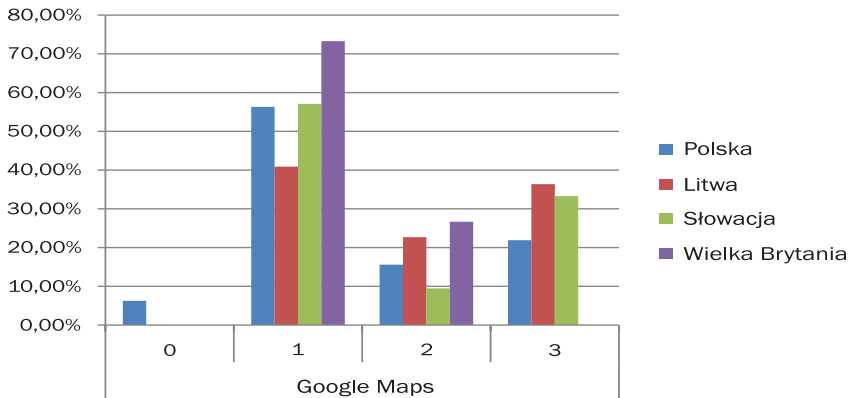
Table 31. Knowledge of Google Maps application by the participants

Country	PL	Count	Level of the knowledge				Total
			0	1	2	3	
		2	18	5	7	32	
		% within Country	6.3%	56.3%	15.6%	21.9%	100.0%

		Level of the knowledge				Total	
		0	1	2	3		
Country	LT	Count	0	9	5	8	22
		% within Country	0.0%	40.9%	22.7%	36.4%	100.0%
	SK	Count	0	12	2	7	21
		% within Country	0.0%	57.1%	9.5%	33.3%	100.0%
UK	Count	0	11	4	0	15	
	% within Country	0.0%	73.3%	26.7%	0.0%	100.0%	
Total	Count	2	50	16	22	90	
	% within Country	2.2%	55.6%	17.8%	24.4%	100.0%	

Note: N 90; Pearson Chi-Square 12,909; df 9; p ,167; Cramer's V ,219.
Source: own research.

Fig. 25. Knowledge of Google Maps application by the participants



Source: own research.

Google Maps was an application highly anticipated by seniors, some stating outright that this was the reason why they wanted to take a course in the use of smartphones. The participants during this class/game were highly focused – they claimed that learning this application is not easy for them, but they were motivated by the possibility of achieving independence and freedom of movement.

Google Maps – public transport. Most of the participants had never used this application in connection with public transport. Overall, 62.2% of participants had no idea that this application could be used this way, the highest percentage in the United Kingdom (80.0%), and the lowest again in Lithuania (46.4%). In Poland and Slovakia very few seniors had heard about this function of the application (9.4% and 4.8%). Also, in Slovakia the highest rate of seniors merely improved their skills (28.6%).

Table 32. Knowledge of public transport function of the Google Maps application by the participants

		Level of the knowledge				Total	
		0	1	2	3		
Country	PL	Count	1	22	3	6	32
		% within Country	3.1%	68.8%	9.4%	18.8%	100.0%
	LT	Count	0	8	9	5	22
		% within Country	0.0%	36.4%	40.9%	22.7%	100.0%
	SK	Count	0	14	1	6	21
		% within Country	0.0%	66.7%	4.8%	28.6%	100.0%
	UK	Count	0	12	3	0	15
		% within Country	0.0%	80.0%	20.0%	0.0%	100.0%
Total	Count	1	56	16	17	90	
	% within Country	1.1%	62.2%	17.8%	18.9%	100.0%	

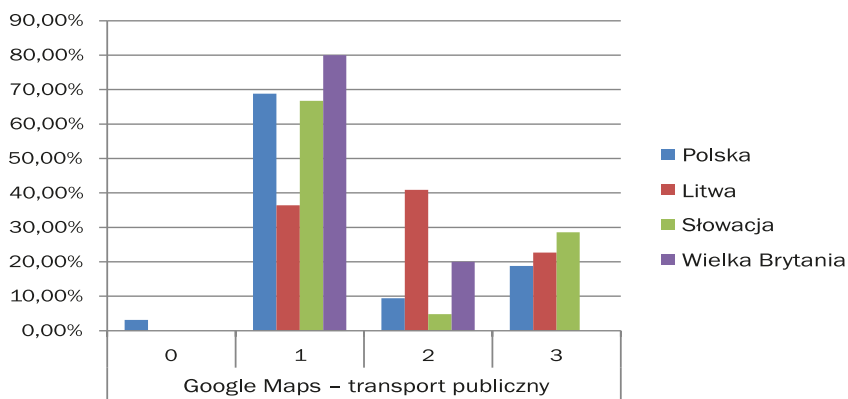
Note: N 90; Pearson Chi-Square 19,207; df 9; p ,023; Cramer's V ,267.
Source: own research.

Table 33. Knowledge of public transport function of the Google Maps application by the participants – statistical significance tested with Pearson Chi-Square

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.207 ^a	9	.023
N of Valid Cases	90		

Note: Cramer's V ,267.
Source: own research.

Fig. 26. Knowledge of public transport function of the Google Maps application by the participants



Source: own research.

The possibility of planning a trip using Google Maps was quite a surprise for the participants and brought them lots of joy. The seniors were willing to learn and were curious about public transport in other countries. They declared that such a function increases their independence and enables or simplifies travelling, not only around their homeland, but also to foreign countries. Many of them declared that they have lost or decreased their fears of moving around foreign countries, and finally realized that it is possible. They have clearly stated that this function of smartphones is a window to the world.

Google Translate. The penultimate application covered during the course was Google Translate. Overall 65.6% of the participants used it for the first during the courses. Again, the highest rate was in the United Kingdom (86.7%), and the lowest in Lithuania (45.5%). In the case of the United Kingdom, it must be emphasized that it was the least known application, and at the same time it was the most popular one, and the participants learned to use it with great curiosity and enthusiasm. Again, this can be explained by the social and cultural background of the participants in London.

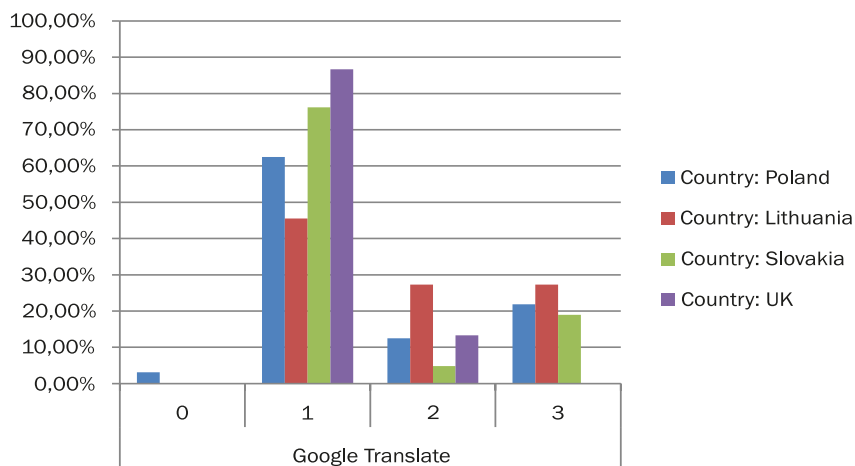
Table 34. Knowledge of Google Translate application by the participants

		Level of the knowledge				Total	
		0	1	2	3		
Country	PL	Count	1	20	4	7	32
		% within Country	3.1%	62.5%	12.5%	21.9%	100.0%
	LT	Count	0	10	6	6	22
		% within Country	0.0%	45.5%	27.3%	27.3%	100.0%
	SK	Count	0	16	1	4	21
		% within Country	0.0%	76.2%	4.8%	19.0%	100.0%
	UK	Count	0	13	2	0	15
		% within Country	0.0%	86.7%	13.3%	0.0%	100.0%
	Total	Count	1	59	13	17	90
		% within Country	1.1%	65.6%	14.4%	18.9%	100.0%

Note: N 90; Pearson Chi-Square 12,365; df 9; p ,193; Cramer's V ,214.

Source: own research.

Fig. 27. Knowledge of Google Translate application by the participants



Source: own research.

In the case of Google Translate, there was another interesting correlation (on the verge of statistical significance) between the age of the participants and the knowledge of this application. 76.7% of older seniors had encountered this application, and only 9.3% had any skills at the beginning of the courses. However, among younger seniors 55.3% had encountered it for the first time, 17.0% had heard about it before, but never used it, and 27.7% had used this application before, and merely improved their skills during the courses.

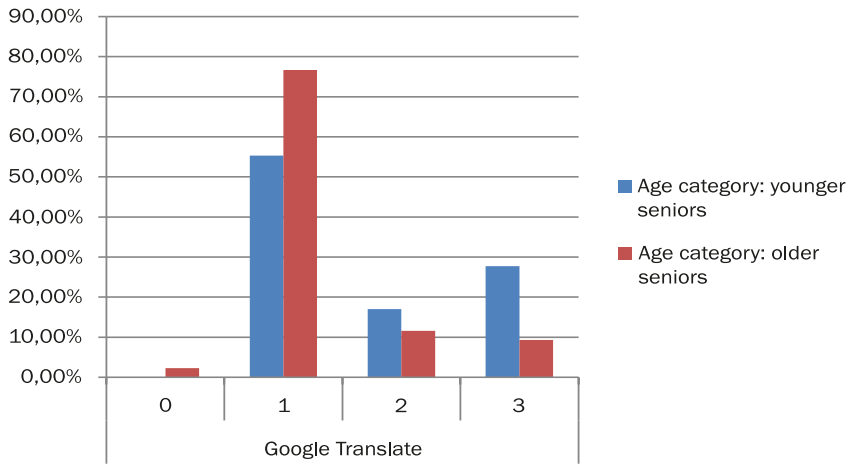
Table 35. Knowledge of Google Translate application by the participants – distribution by age

		Level of the knowledge				Total
		0	1	2	3	
Age category	Count	0	26	8	13	47
	% within Age category	0.0%	55.3%	17.0%	27.7%	100.0%
	≤67					
	>67					
Total	Count	1	59	13	17	90
	% within Age category	1.1%	65.6%	14.4%	18.9%	100.0%

Note: N 90; Pearson Chi-Square 12,365; df 9; p ,193; Cramer's V ,214.

Source: own research.

Fig. 28. Knowledge of Google Translate application by the participants – distribution by age



Source: own research.

The Google Translate application provoked a number of positive emotions among the participants. They expected only the basic function of typing the text and translating it. Seniors were clearly prejudiced by using Google Translate on PCs. However, the possibility of recording voice, as well as scanning printed text, was met with great enthusiasm. Seniors with minor motor problems have difficulties using keyboards on touchscreens. There are also problems with hand and eye coordination and poor vision. Thus, the possibility of using voice or scanning text is very well received by seniors.

TripAdvisor was the last application covered during the courses and at the same time very little known. Overall, 76.7% of participants encountered it for the first time during the courses. Only 7.8% had used it before. Again, the lowest rate of first contact was in Lithuania (54.5%), and the greatest this time in Slovakia (90.5%). It can be stated that this application was the least known to Slovak seniors. It is interesting that among participants in United Kingdom no person had used it before, though 20% had heard of it.

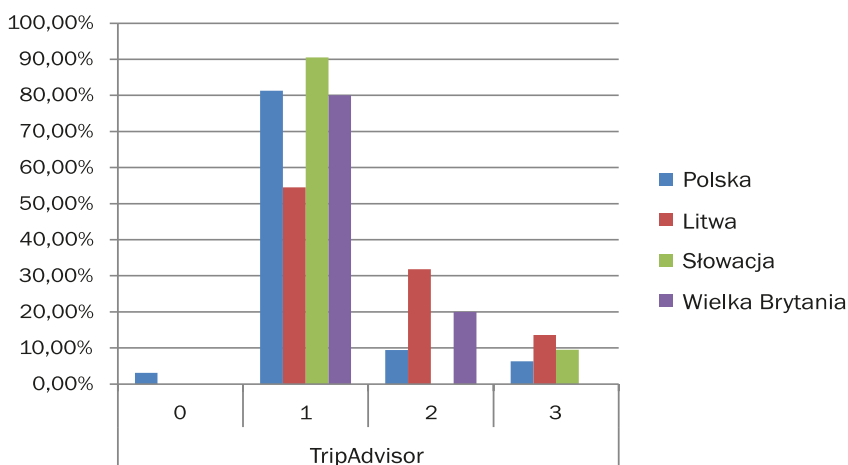
Table 36. Knowledge of TripAdvisor application by the participants

		Level of the knowledge				Total	
		0	1	2	3		
Country	PL	Count	1	26	3	2	32
	% within Country		3.1%	81.3%	9.4%	6.3%	100.0%
	LT	Count	0	12	7	3	22
	% within Country		0.0%	54.5%	31.8%	13.6%	100.0%

		Level of the knowledge				Total	
		0	1	2	3		
Country	SK	Count	0	19	0	2	21
		% within Country	0.0%	90.5%	0.0%	9.5%	100.0%
	UK	Count	0	12	3	0	15
		% within Country	0.0%	80.0%	20.0%	0.0%	100.0%
Total	Count	1	69	13	7	90	
	% within Country	1.1%	76.7%	14.4%	7.8%	100.0%	

Note: N 90; Pearson Chi-Square 14,685; df 9; p ,100; Cramer's V ,223.
Source: own research.

Fig. 29. Knowledge of TripAdvisor application by the participants



Source: own research.

TripAdvisor was evaluated ambiguously by the participants. On the one hand, seniors were interested in the possibility of reading opinions of other users about certain locations or the possibility of finding nearby attractions. On the other hand, they criticized the application for the function of finding flights (no possibility of searching only for direct flights). However, in the open answers participants of the innovative course pointed to the fact that it made them feel proud when the application could not find a flight although they had already found it using a different, previously unknown application, which they had discovered themselves. They were happy that they managed to solve this issue and had the courage to step outside the scenario of the game. Some of them declared outright that they are now “ready for independence”.

Evaluation class/game. The last class/game was dedicated to the evaluation of the skills of seniors. In the traditional course, participants for 50 minutes drew tasks, the thematic scope of which covered all applications of the course. In the innovative course participants played a board game (also for 50 minutes) during which seniors on every field of the board had to solve random tasks connected with all applications covered during the course. The tasks in both groups were identical. During the allotted 50 minutes, participants of the innovative course solved twice as many tasks as the participants of the traditional course. This proves that the pace of the game and competition between game teams significantly increases the pace of work, showing that seniors focus more on the effect of their actions than the actions themselves – they focus more on winning points than on following the procedure of using applications step by step. Participants of the innovative course acted more intuitively and based their actions on automatic reactions – they did not try to recreate procedures they learned during the course, but they looked for independent solutions. This is proof of the effectiveness of location-based games as a method of education of seniors in ICT.

Strengths and weaknesses of the courses. In the evaluation survey, the participants were asked to list the strengths and weaknesses of the courses. Seniors could list more than one answer to each question. So what did the seniors like the most? And what was for them the most difficult?

Useful applications. Seniors evaluated the usefulness of the applications which were covered during the courses very highly. 82.2% of participants positively evaluated the applications. The most positive evaluation was in Poland (90.6%), the least positive (but still very high) in the United Kingdom (73.3%). Seniors pay attention if the program of a course is designed based on elements useful in their everyday life. Thus, it can be stated that the courses of the LoGaSET project met these expectations.

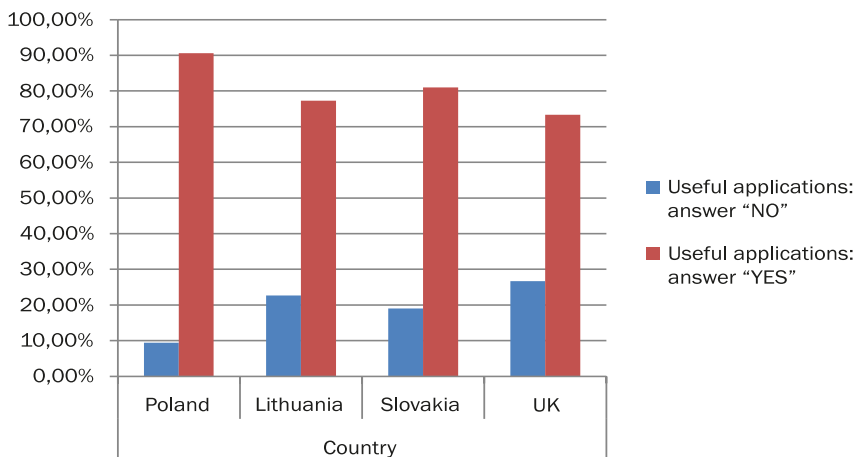
Table 37. Evaluation of the courses – usefulness of applications

			NO	YES	Total
Country	PL	Count	3	29	32
		% within Country	9.4%	90.6%	100.0%
	LT	Count	5	17	22
		% within Country	22.7%	77.3%	100.0%
	SK	Count	4	17	21
		% within Country	19.0%	81.0%	100.0%

			NO	YES	Total
Country	UK	Count	4	11	15
		% within Country	26.7%	73.3%	100.0%
Total		Count	16	74	90
		% within Country	17.8%	82.2%	100.0%

Note: N 90; Pearson Chi-Square 2,748; df 3; p ,432; Cramer's V ,175.
Source: own research.

Fig. 30. Evaluation of the courses – usefulness of applications



Source: own research.

Interesting tasks. The tasks included in both classes and games were also highly evaluated by the participants. 76.7% of the participants evaluated them positively. The largest percentage of positive evaluations was by the seniors from Lithuania (90.9%), and the lowest (although still high) by Polish seniors (68.8%).

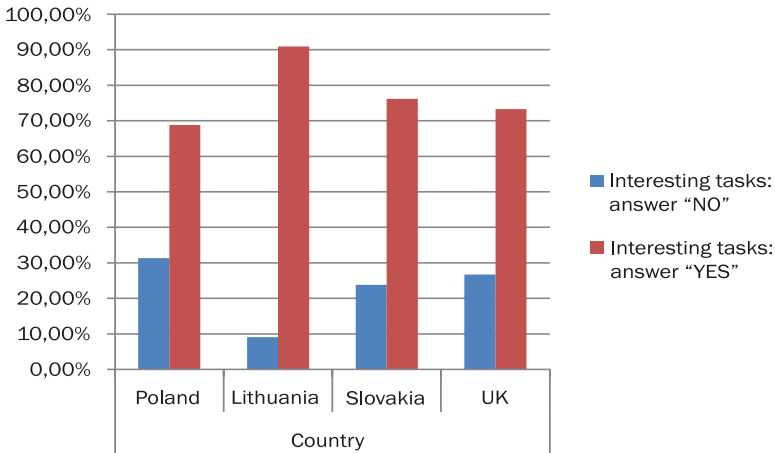
Table 38. Evaluation of the courses – interesting tasks

			NO	YES	Total
Country	PL	Count	10	22	32
		% within Country	31.3%	68.8%	100.0%
	LT	Count	2	20	22
		% within Country	9.1%	90.9%	100.0%
	SK	Count	5	16	21
		% within Country	23.8%	76.2%	100.0%

			NO	YES	Total
Country	UK	Count	4	11	15
		% within Country	26.7%	73.3%	100.0%
Total		Count	21	69	90
		% within Country	23.3%	76.7%	100.0%

Note: N 90; Pearson Chi-Square 3,712; df 3; p ,294; Cramer's V,203.
Source: own research.

Fig. 31. Evaluation of the courses – interesting tasks



Source: own research.

The possibility of trying everything by oneself. 90% of the participants evaluated the possibility of trying everything by themselves positively. The results in all countries were very similar. By independently solving the tasks on their own smartphones, seniors learn more quickly, they have a sense of self-reliability, the awareness of their own skills and competences – they become conscious smartphone users. The question of self-reliability in the field of new technologies was repeatedly mentioned by participants in focus interviews, during which they contrasted the courses which focused on the self-reliability of the participants with the education provided by younger members of their families, who often perform certain functions for the seniors instead of patiently explaining how to perform these functions. Seniors are aware that after such family training they will not be able to solve certain problems on their own. Thus, they evaluate the possibility of doing everything by themselves positively.

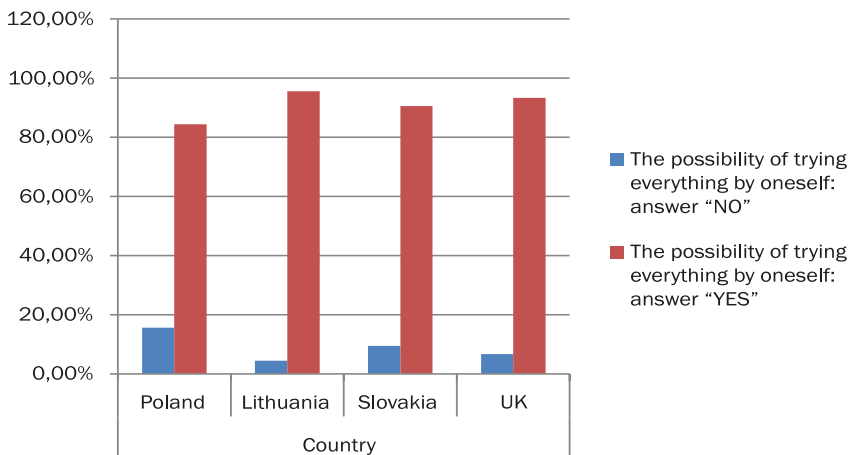
Table 39. Evaluation of the courses – possibility of trying everything by oneself

		NO	YES	Total	
Country	PL	Count	5	27	32
		% within Country	15.6%	84.4%	100.0%
	LT	Count	1	21	22
		% within Country	4.5%	95.5%	100.0%
	SK	Count	2	19	21
		% within Country	9.5%	90.5%	100.0%
	UK	Count	1	14	15
		% within Country	6.7%	93.3%	100.0%
Total	Count	9	81	90	
	% within Country	10.0%	90.0%	100.0%	

Note: N 90; Pearson Chi-Square 2,043; df 3; p ,564; Cramer's V ,151.

Source: own research.

Fig. 32. Evaluation of the courses – possibility of trying everything by oneself



Source: own research.

It must be also emphasized that the need for self-reliant use of smartphones increases with age. Almost all older seniors chose this answer (97.7%), among the younger seniors this need is smaller, but visibly lower (83.0%). This difference is statistically significant.

Table 40. Evaluation of the courses – possibility of trying everything by oneself – distribution by age

		NO	YES	Total	
Age category	≤67	Count	8	39	47
		% within Age category	17.0%	83.0%	100.0%
	>67	Count	1	42	43
		% within Age category	2.3%	97.7%	100.0%
Total	Count	9	81	90	
	% within Age category	10.0%	90.0%	100.0%	

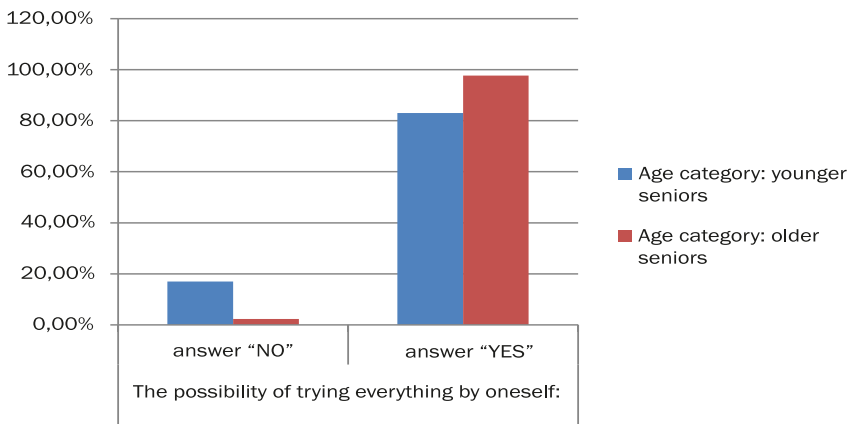
Note: N 90; Pearson Chi-Square 5,388; df 1; p ,020; Cramer’s V ,245; Fisher’s Exact Test ,032. Source: own research.

Table 41. Evaluation of the courses – possibility of trying everything by oneself – distribution by age – statistical significance tested with Pearson Chi-Square and Fisher’s Exact Test

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.388 ^a	1	.020		
Fisher’s Exact Test				.032	.021
N of Valid Cases	90				

Note: Cramer’s V ,245. Source: own research.

Fig. 33. Evaluation of the courses – possibility of trying everything by oneself – distribution by age



Source: own research.

Friendly environment. The atmosphere during the courses and the friendly environment was highly evaluated by the participants. 83.3% of the seniors

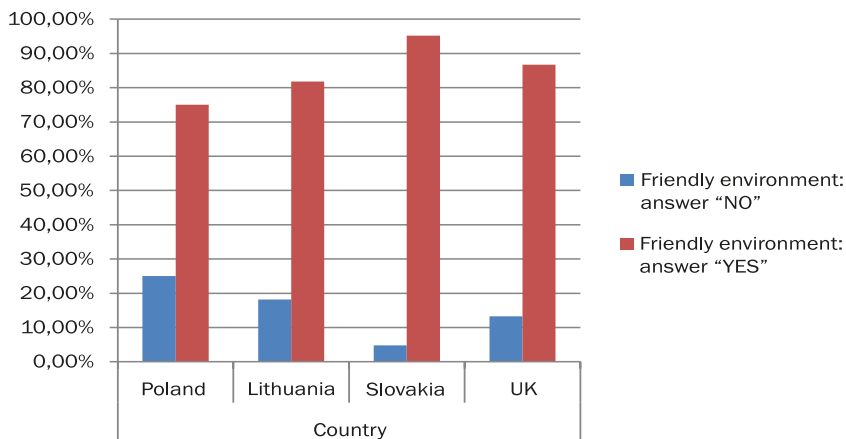
appreciated this aspect of the courses. The participants from Slovakia particularly considered the friendly environment as a strength of the course – 95.2% of participants from this country chose this answer.

Table 42. Evaluation of the courses – friendly environment

		NO	YES	Total
PL	Count	8	24	32
	% within Country	25.0%	75.0%	100.0%
LT	Count	4	18	22
	% within Country	18.2%	81.8%	100.0%
SK	Count	1	20	21
	% within Country	4.8%	95.2%	100.0%
UK	Count	2	13	15
	% within Country	13.3%	86.7%	100.0%
Total	Count	15	75	90
	% within Country	16.7%	83.3%	100.0%

Note: N 90; Pearson Chi-Square 3899; df 3; p ,273; Cramer's V ,208.
Source: own research.

Fig. 34. Evaluation of the courses – friendly environment



Source: own research.

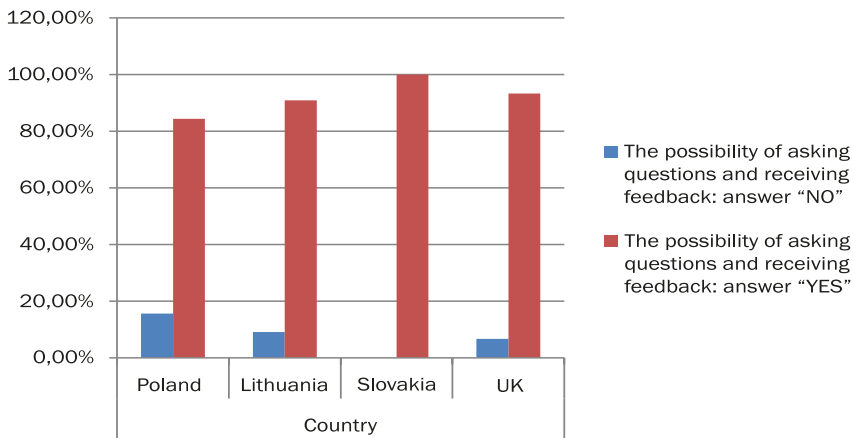
The possibility of asking questions and receiving feedback was another factor highly evaluated by the participants. This aspect of the course was noted by almost all seniors (91.1%). However, it must be emphasized that in Slovakia all participants (100%) chose this answer. This is proof of the importance of communication in the education of seniors.

Table 43. Evaluation of the courses – the possibility of asking questions and receiving feedback

		NO	YES	Total	
Country	PL	Count	5	27	32
		% within Country	15.6%	84.4%	100.0%
	LT	Count	2	20	22
		% within Country	9.1%	90.9%	100.0%
	SK	Count	0	21	21
		% within Country	0.0%	100.0%	100.0%
	UK	Count	1	14	15
		% within Country	6.7%	93.3%	100.0%
Total	Count	8	82	90	
	% within Country	8.9%	91.1%	100.0%	

Note: N 90; Pearson Chi-Square 3,934; df 3; p ,269; Cramer's V ,209.
 Source: own research.

Fig. 35. Evaluation of the courses – the possibility of asking questions and receiving feedback



Source: own research.

On the basis of this study, it can be concluded that the need for communication with the educators increases with age. 97.7% of older seniors considered the possibility of asking questions and receiving feedback as a strength of the courses, while among younger seniors it was 85.1%. It must be borne in mind that the world of new technologies is for many seniors something completely new, unknown, just as the language which is used by digital “native speakers”. Thus, it is of the uttermost importance that the questions of seniors are answered in a language which they understand.

Table 44. Evaluation of the courses – the possibility of asking questions and receiving feedback – distribution by age

		NO	YES	Total	
Age category	≤67	Count	7	40	47
		% z within Age category	14.9%	85.1%	100.0%
	>67	Count	1	42	43
		% z within Age category	2.3%	97.7%	100.0%
Total	Count	8	82	90	
	% z within Age category	8.9%	91.1%	100.0%	

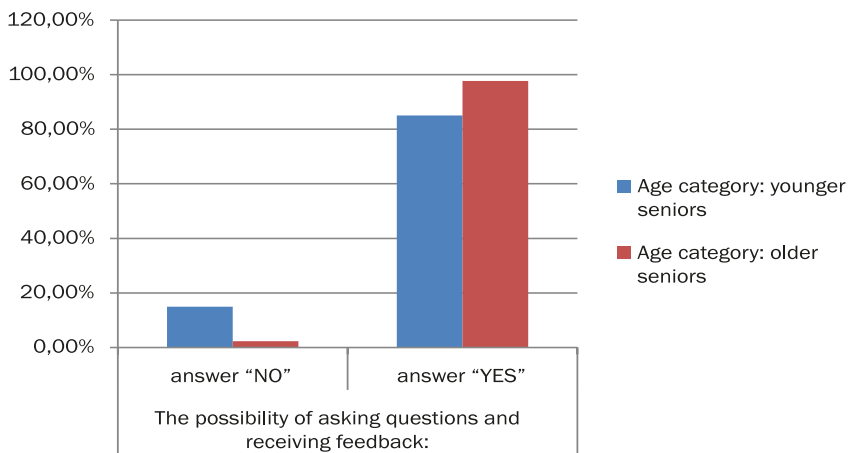
Note: N 90; Pearson Chi-Square 4,380; df 1; p ,036; Cramer's V ,221; Fisher's Exact Test ,060. Source: own research.

Table 45. Evaluation of the courses – the possibility of asking questions and receiving feedback – distribution by age – statistical significance tested with Pearson Chi-Square and Fisher's Exact Test

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.380 ^a	1	.036		
Fisher's Exact Test				.060	.039
N of Valid Cases	90				

Note: Cramer's V ,221. Source: own research.

Fig. 36. Evaluation of the courses – the possibility of asking questions and receiving feedback – distribution by age



Source: own research.

Help of colleagues in the group. The possibility of receiving help from other participants of the courses had an integrative and communicative

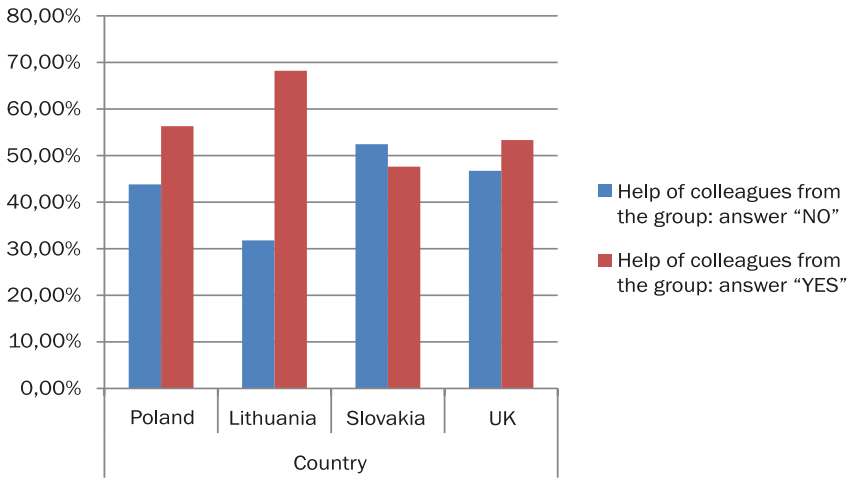
function. The overall number of participants which considered this a strength of the course was 56.7%, and the differences between countries were not statistically significant.

Table 46. Evaluation of the courses – help of colleagues from the group

		NO	YES	Total	
Country	PL	Count	14	18	32
		% within Country	43.8%	56.3%	100.0%
	LT	Count	7	15	22
		% within Country	31.8%	68.2%	100.0%
	SK	Count	11	10	21
		% within Country	52.4%	47.6%	100.0%
	UK	Count	7	8	15
		% within Country	46.7%	53.3%	100.0%
Total	Count	39	51	90	
	% within Country	43.3%	56.7%	100.0%	

Note: N 90; Pearson Chi-Square 1,958; df 3; p ,581; Cramer's V ,141.
Source: own research.

Fig. 37. Evaluation of the courses – help of colleagues from the group



Source: own research.

However, there were significant differences in the evaluation of help from colleagues between participants of the different types of courses. 46.7% of the participants of the traditional course consider this a strength, while in the innovative group the percentage was 20% higher. It can be thus concluded that the

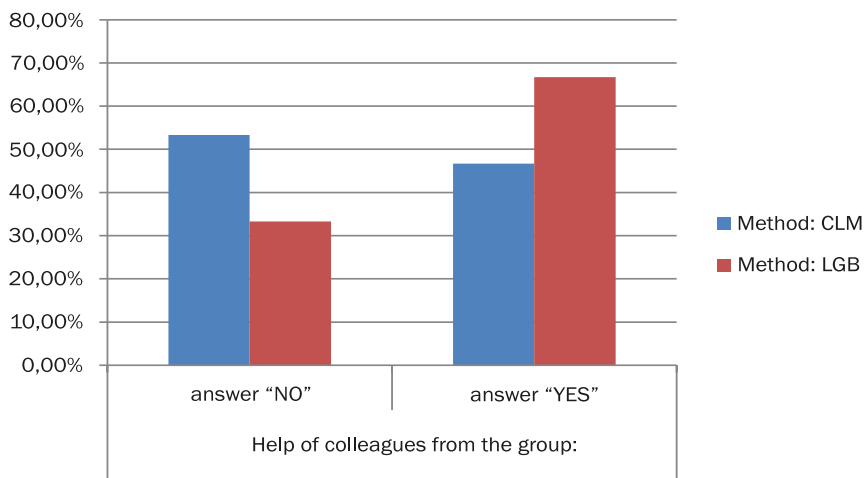
method of location-based games does truly integrate the learners and results in a greater openness of seniors to their peers, and increases the chances of cooperation while solving the same problem. Therefore, it has greater social value than the class-lesson method.

Table 47. Evaluation of the courses – help of colleagues from the group – distribution by method of education

		NO	YES	Total	
Method	CLM	Count	24	21	45
		% within Method	53.3%	46.7%	100.0%
	LGB	Count	15	30	45
		% within Method	33.3%	66.7%	100.0%
Total	Count	39	51	90	
	% within Method	43.3%	56.7%	100.0%	

Note: N 90; Pearson Chi-Square 3,665; df 1; p ,056; Cramer's V ,202; Fisher's Exact Test ,088. Source: own research.

Fig. 38. Evaluation of the courses – help of colleagues from the group – distribution by method of education



Source: own research.

Seniors were also asked about the difficulties during the course. Only 26.7% of seniors declared that it was difficult to **overcome the fear of using smartphones**. This answer was most frequent in the United Kingdom (40.0%), which may reflect the high percentage of participants who had never used a smartphone.

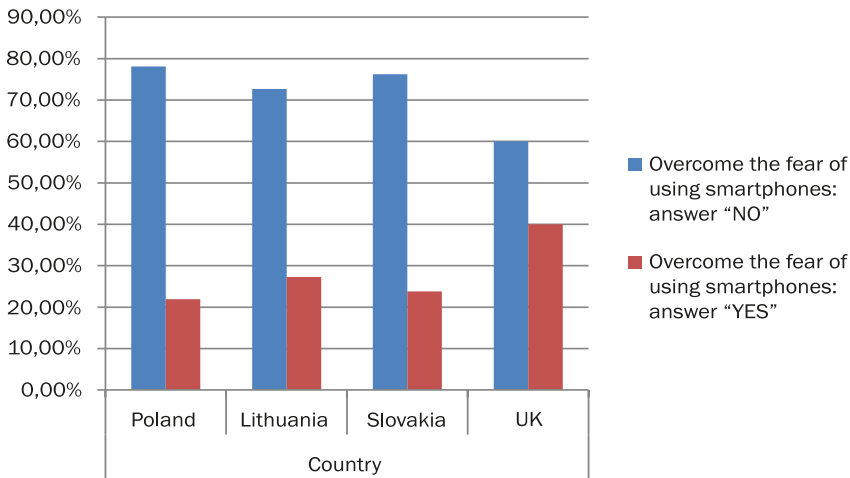
Table 48. Evaluation of the courses – overcoming the fear of using smartphones

		NO	YES	Total	
Country	PL	Count	25	7	32
		% within Country	78.1%	21.9%	100.0%
	LT	Count	16	6	22
		% within Country	72.7%	27.3%	100.0%
	SK	Count	16	5	21
		% within Country	76.2%	23.8%	100.0%
	UK	Count	9	6	15
		% within Country	60.0%	40.0%	100.0%
Total	Count	66	24	90	
	% within Country	73.3%	26.7%	100.0%	

Note: N 90; Pearson Chi-Square 1,831; df 3; p ,608; Cramer's V ,143.

Source: own research.

Fig. 39. Evaluation of the courses – overcoming the fear of using smartphones



Source: own research.

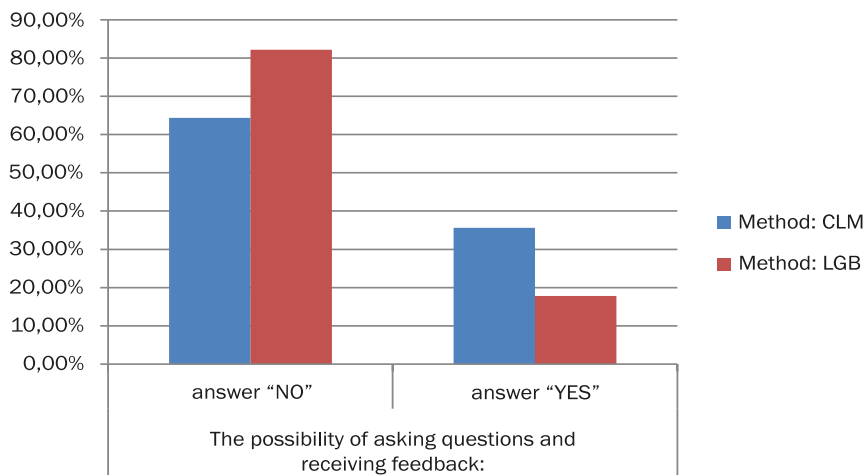
There is a difference in the fear of using smartphones in relation to the type of the course. This difference is on the verge of statistical significance, so it can be considered important. After the completion of the courses, 36.5% of participants of the traditional course still declared overcoming of the fear of using smartphones as difficult. Only 17.8% of participants of the innovative course considered this issue as difficult. Thus, it can be concluded that the method of location-based games decreases the fear of using new technologies.

Table 49. Evaluation of the courses – overcoming the fear of using smartphones – distribution by method

			NO	YES	Total
Method	CLM	Count	29	16	45
		% within Method	64.4%	35.6%	100.0%
	LGB	Count	37	8	45
		% within Method	82.2%	17.8%	100.0%
Total	Count	66	24	90	
	% within Method	73.3%	26.7%	100.0%	

Note: N 90; Pearson Chi-Square 3,636; df 1; p ,057; Cramer's V ,201; Fisher's Exact Test ,094. Source: own research.

Fig. 40. Evaluation of the courses – overcoming the fear of using smartphones – distribution by method



Source: own research.

The overall percentage of participants who considered **the use of new applications as a problem** was 56.7%, and there were only slight differences between seniors in the various countries.

Table 50. Evaluation of the courses – using new applications as difficulty

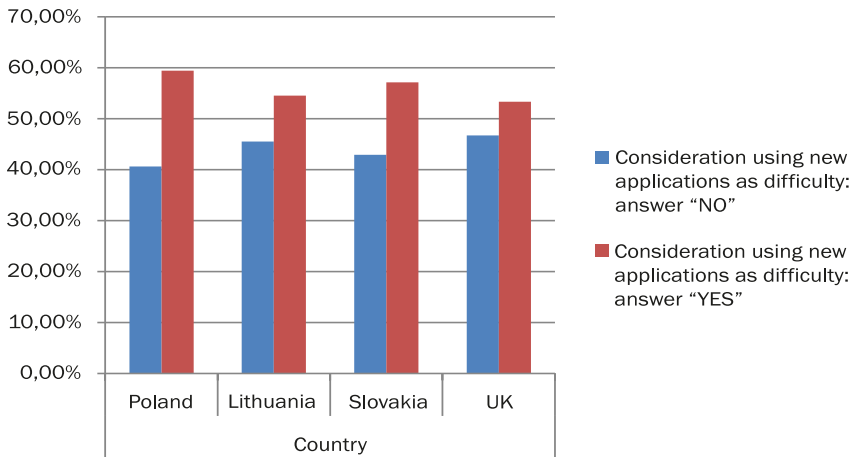
			NO	YES	Total
Country	PL	Count	13	19	32
		% within Country	40.6%	59.4%	100.0%
	LT	Count	10	12	22
		% within Country	45.5%	54.5%	100.0%

			NO	YES	Total
Country	SK	Count	9	12	21
		% within Country	42.9%	57.1%	100.0%
	UK	Count	7	8	15
		% within Country	46.7%	53.3%	100.0%
Total	Count	39	51	90	
	% within Country	43.3%	56.7%	100.0%	

Note: N 90; Pearson Chi-Square ,206; df 3; p ,977; Cramer's V ,048.

Source: own research.

Fig. 41. Evaluation of the courses – using new applications as difficulty



Source: own research.

Only 32.2% of participants declared **fear of being ridiculed as a problem**, which they experienced during the courses. The lowest percentage of this answer was among Polish seniors (18.8%).

Table 51. Evaluation of the courses – fear of ridicule

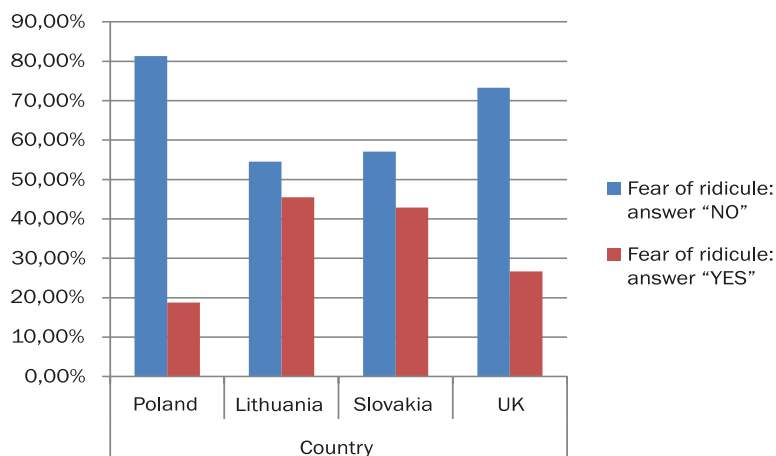
			NO	YES	Total
Country	PL	Count	26	6	32
		% within Country	81.3%	18.8%	100.0%
	LT	Count	12	10	22
		% within Country	54.5%	45.5%	100.0%
	SK	Count	12	9	21
		% within Country	57.1%	42.9%	100.0%

			NO	YES	Total
Country	UK	Count	11	4	15
		% within Country	73.3%	26.7%	100.0%
Total		Count	61	29	90
		% within Country	67.8%	32.2%	100.0%

Note: N 90; Pearson Chi-Square 5,723; df 3; p ,12; Cramer's V ,252.

Source: own research.

Fig. 42. Evaluation of the courses – fear of ridicule



Source: own research.

The fear of being ridiculed increases with age. 41.9% of older seniors considered it as a problem during the courses, while among the younger seniors it was only 23.4%. The fear of being ridiculed can be connected with the lower level of skills in the field of using new technologies.

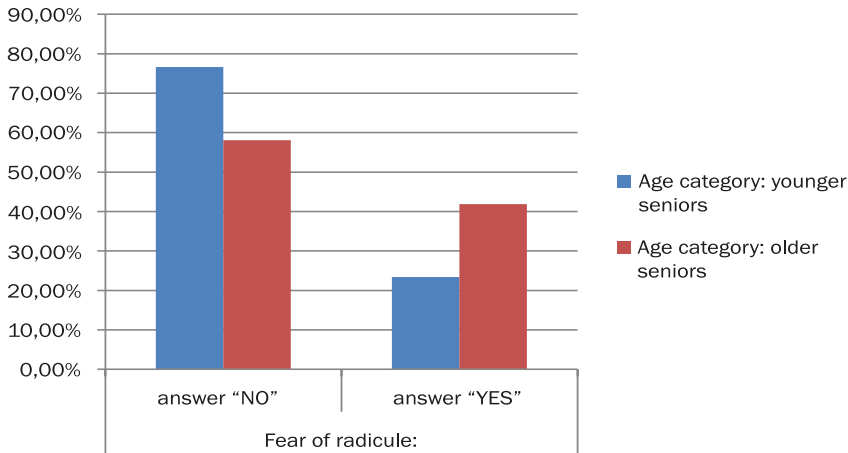
Table 52. Evaluation of the courses – fear of ridicule – distribution by age

			NO	YES	Total
Age category	≤67	Count	36	11	47
		% within Age category	76.6%	23.4%	100.0%
	>67	Count	25	18	43
		% within Age category	58.1%	41.9%	100.0%
Total		Count	61	29	90
		% within Age category	67.8%	32.2%	100.0%

Note: N 90; Pearson Chi-Square 3,502; df 1; p ,061; Cramer's V ,197; Fisher's Exact Test ,074.

Source: own research.

Fig. 43. Evaluation of the courses – fear of ridicule – distribution by age



Source: own research.

The fast pace of the courses was considered as a problem by 27.8% of participants, but there were significant differences between the countries. The highest percentages were in the United Kingdom (53.3%) and Poland (37.5%). In the other two countries the percentage was very low – Lithuania (13.6%) and Slovakia (9.5%). The fast pace of the course was a consequence of the research design. However, in the future education, the pace can be slower and the games or classes do not need to be conducted daily.

Table 53. Evaluation of the courses – pace of the courses

			NO	YES	Total
Country	PL	Count	20	12	32
		% within Country	62.5%	37.5%	100.0%
	LT	Count	19	3	22
		% within Country	86.4%	13.6%	100.0%
	SK	Count	19	2	21
		% within Country	90.5%	9.5%	100.0%
	UK	Count	7	8	15
		% within Country	46.7%	53.3%	100.0%
Total	Count	65	25	90	
	% within Country	72.2%	27.8%	100.0%	

Note: N 90; Pearson Chi-Square 12,072; df 3; p ,007; Cramer's V ,366.

Source: own research.

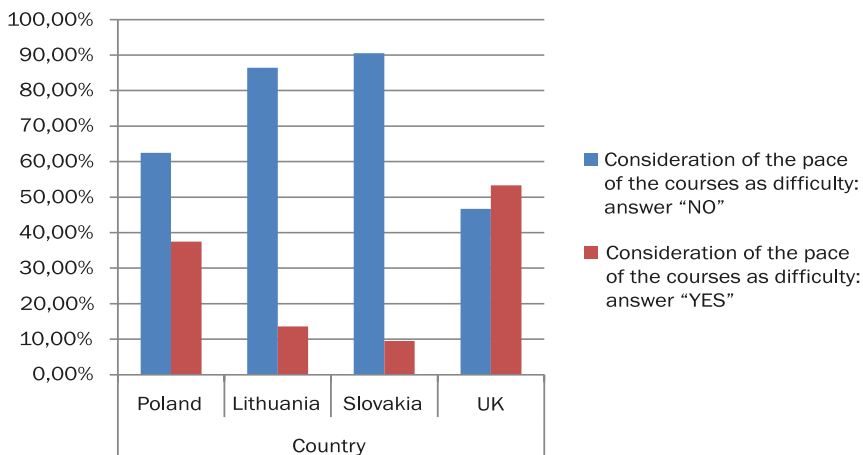
Table 54. Evaluation of the courses – pace of the courses – statistical significance tested with Pearson Chi-Square

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.072 ^a	3	.007
N of Valid Cases	90		

Note: Cramer's V ,366.

Source: own research.

Fig. 44. Evaluation of the courses – pace of the courses



Source: own research.

Considering the pace as a problem correlated with the method of the course. In the case of the traditional course, pace was a problem for only 15.6% of participants, and in the case of the innovative course it was 40%. An interesting fact is that for both classes and games there was the same amount of time planned for each day. However, due to the element of competition, seniors participating in the games set a fast pace themselves, as they were eager to win. Thus, they learned to solve the tasks much more skilfully, automatically, and intuitively. Their fear of new technologies significantly decreased and the curiosity and courage in undertaking self-reliant actions increased.

Table 55. Evaluation of the courses – pace of the courses – distribution by method

		NO	YES	Total	
Method	CLM	Count	38	7	45
		% within Method	84.4%	15.6%	100.0%
	LBG	Count	27	18	45
		% within Method	60.0%	40.0%	100.0%

		NO	YES	Total
Total	Count	65	25	90
	% within Method	72.2%	27.8%	100.0%

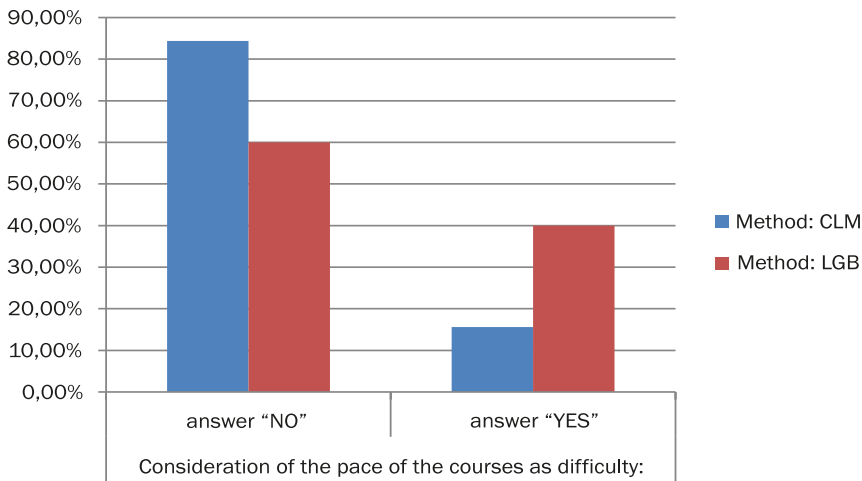
Note: N 90; Pearson Chi-Square 6,702; df 1; p ,010; Cramer's V ,273; Fisher's Exact Test ,018.
Source: own research.

Table 56. Evaluation of the courses – pace of the courses – distribution by method – statistical significance tested with Pearson Chi-Square and Fisher's Exact Test

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	6,702 ^a	1	,010		
Fisher's Exact Test				,018	,009
N of Valid Cases	90				

Note: Cramer's V, 273.
Source: own research.

Fig. 45. Evaluation of the courses – pace of the courses – distribution by method



Source: own research.

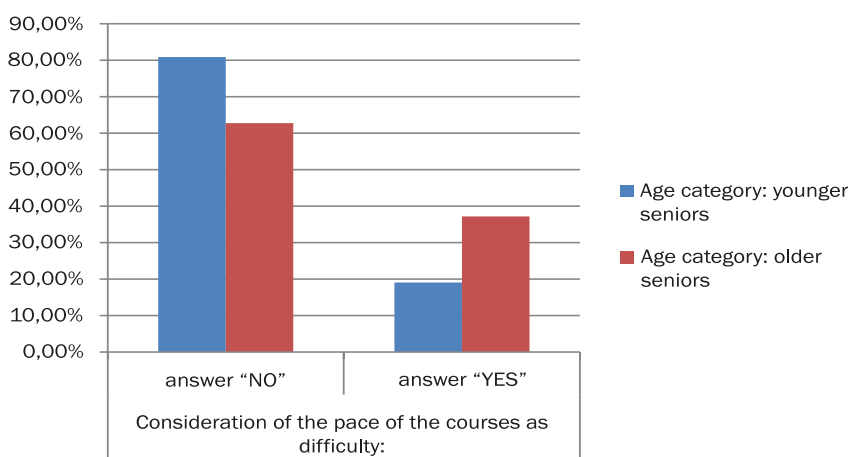
The pace of the course was felt much more by the older seniors – 37.2% of participants in this group considered this a problem, in the group of younger seniors it was only 19.1%. This correlation (on the verge of statistical significance) between perception of the pace as a problem and the age of the participants appears easy to explain. The division of participants into the two types of courses was random, the age difference between participants of each course was often a dozen years. Thus, the pressure of the pace was felt more by the older seniors.

Table 57. Evaluation of the courses – pace of the courses – distribution by age

		NO	YES	Total	
Age category	≤67	Count	38	9	47
		% within Age category	80.9%	19.1%	100.0%
	>67	Count	27	16	43
		% within Age category	62.8%	37.2%	100.0%
Total	Count	65	25	90	
	% within Age category	72.2%	27.8%	100.0%	

Note: N 90; Pearson Chi-Square 3,651; df 1; p ,056; Cramer's V ,201; Fisher's Exact Test ,064.
Source: own research.

Fig. 46. Evaluation of the courses – pace of the courses – distribution by age



Source: own research.

Most of the seniors (76.7%) did not consider the tasks which they solved during the course as difficult. There were no statistically significant differences between the countries, though there was some variation. In Poland, 34.4% of participants considered the tasks difficult, in Slovakia 23.8%, in the United Kingdom 20.0%, and in Lithuania just 9.1%. It can be thus concluded that the level of difficulty of the tasks was set adequately – they were not an obstacle for the participants, but they helped in creating new skills.

Table 58. Evaluation of the courses – tasks as difficulty

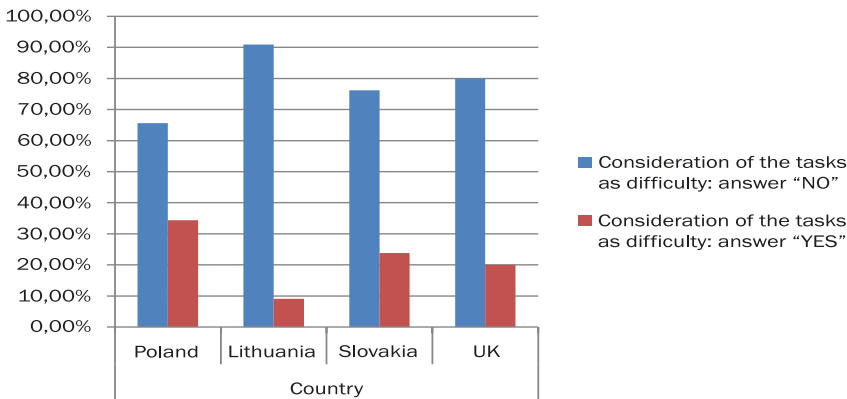
		NO	YES	Total	
Country	PL	Count	21	11	32
		% within Country	65.6%	34.4%	100.0%

			NO	YES	Total
Country	LT	Count	20	2	22
		% within Country	90.9%	9.1%	100.0%
	SK	Count	16	5	21
		% within Country	76.2%	23.8%	100.0%
UK	Count	12	3	15	
	% within Country	80.0%	20.0%	100.0%	
Total	Count	69	21	90	
	% within Country	76.7%	23.3%	100.0%	

Note: N 90; Pearson Chi-Square 4,771; df 3; p ,189; Cramer's V ,230.

Source: own research.

Fig. 47. Evaluation of the courses – tasks as difficulty



Source: own research.

The last question which the participants were asked in the evaluation questionnaire was whether **their expectations regarding the courses were met**. Seniors could choose three answers: (1) yes, (2) partly, (3) no. There was also a fourth option as an open question, if none of the three answers was adequate. Most of the seniors answered that the course met their expectations. The highest percentage was in Lithuania (95.5%) and Poland (90.6%). In third position was Slovakia (81.0%), and the lowest percentage of fulfilled expectations was in the United Kingdom – 40.0% of answers, and also 40.0% of answers “partly met”. Thus, it can be concluded that the project met the expectations of seniors, who are a group of demanding learners. The lower evaluation score in the United Kingdom may be a result of the fact that all participants received course materials in English, but although they all lived in London, not all of them knew this language well enough, which would cause

problems in the reception and understanding of some of the content. However, overall 80% of participants in the United Kingdom decided that the course fully or partly met their expectations.

Table 59. Evaluation of the courses – meeting the expectations

		Level of fulfilling the expectations				Total	
		1	2	3	4		
Country	PL	Count	29	2	1	0	32
		% within Country	90.6%	6.3%	3.1%	0.0%	100.0%
	LT	Count	21	1	0	0	22
		% within Country	95.5%	4.5%	0.0%	0.0%	100.0%
	SK	Count	17	4	0	0	21
		% within Country	81.0%	19.0%	0.0%	0.0%	100.0%
	UK	Count	6	6	1	2	15
		% within Country	40.0%	40.0%	6.7%	13.3%	100.0%
Total	Count	73	13	2	2	90	
	% within Country	81.1%	14.4%	2.2%	2.2%	100.0%	

Note: N 90; Pearson Chi-Square 26,517; df 9; p ,002; Cramer's V ,313.

Source: own research.

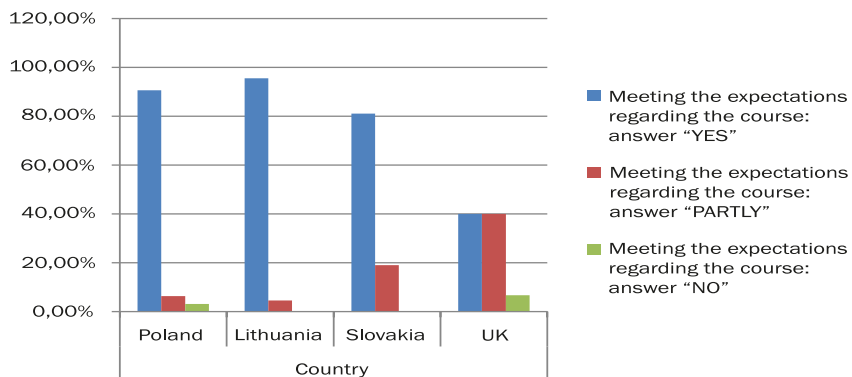
Table 60. Evaluation of the courses – meeting the expectations – statistical significance tested with Pearson Chi-Square

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	26.517 ^a	9	.002
N of Valid Cases	90		

Note: Cramer's V ,313.

Source: own research.

Fig. 48. Evaluation of the courses – meeting the expectations



Source: own research.

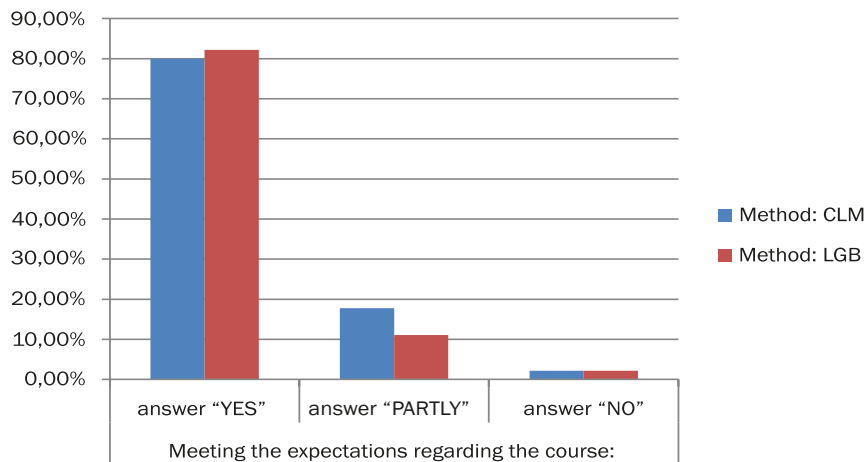
There were no significant differences between the level of meeting the expectations of seniors and the method of the course. This means that the authors of the scenarios managed to design both courses (traditional and the innovative) professionally. Every effort was made ensure that both courses were interesting for seniors, and adequate to their needs and expectations.

Table 61. Evaluation of the courses – meeting the expectations – distribution by method of education

			Level of fulling the expectations				Total
			1	2	3	4	
Method	CLM	Count	36	8	1	0	45
		% within Method	80.0%	17.8%	2.2%	0.0%	100.0%
	LGB	Count	37	5	1	2	45
		% within Method	82.2%	11.1%	2.2%	4.4%	100.0%
Total	Count	73	13	2	2	90	
	% within Method	81.1%	14.4%	2.2%	2.2%	100.0%	

Note: N 90; Pearson Chi-Square 2,706; df 3; p ,439; Cramer's V ,173.
Source: own research.

Fig. 49. Evaluation of the courses – meeting the expectations – distribution by method of education



Source: own research.

As a summary of the participants' evaluation of the project, the authors wish to emphasize some key points:

- Both educational methods had similar effects in four different countries, thus it can be stated that both methods are flexible enough to be used in various agglomerations around the world
- The selection of applications covered during the courses was adequate – they were positively evaluated by the seniors as useful and interesting
- The tasks included in the scenarios of both games and classes were well-designed from the aspect of difficulty – they were not evaluated as too difficult; so they did not form a barrier in the education of seniors. At the same time, they were difficult enough to be a challenge for the participants, and helped them in acquiring smartphone use skills in an engaging and effective way
- Both educational methods used during the courses are effective and attractive to seniors. The choice of method for the education of seniors may thus be based on the possibilities of the educators and the preferences of seniors
- However, the innovative method (location-based games) significantly increases the pace of completing tasks (seniors work twice as fast) and enables the creation of automatic actions
- Apart from the educational function, the innovative method has two additional ones: integration and communication. Location-based games increase the integration of seniors in a new environment, as well as increasing openness to new friendships and peer relationships
- Seniors participating in the innovative course were more self-reliant and overcame difficulties with pride, even surpassing their own already acquired skills
- Among seniors, men have more fear of new technologies than women
- The need for education in the field of smartphone use increases with age
- The social needs of seniors also increase with age. The need to spend time with other people is an important motivation in undertaking education among this group of society
- The fear of being ridiculed also increases with age

TIPS FOR FUTURE EDUCATORS

Generally, we can assume that seniors' learning in the field of ICT is beneficial for both sides: elderly people as well as educators. Seniors can gain knowledge and younger educators a new view and perspective of seniors' lives. It is a very fulfilling, amusing and deep experience for both sides.

WHAT DID SENIORS LEARN?

Many of seniors came to our training with zero knowledge but, as they say, they feel that after the course they can use smartphones by themselves, including applications. Fear is the biggest problem in seniors' learning in the field of smartphone use, but this training can help them overcome this fear and gain confidence in using smartphones and applications and feel more independent in their lives. Additionally, they can surprise their families and friends with their new skills. They feel joy and pride after every class. The second most important feature of training is socialization among seniors, working in a team or in pairs in class method learning, and having good relationships with their peers. We observed support among peers more during location-based games lessons. Participants helped each other and cooperated very well. Additionally, seniors were happy to cooperate with educators, primarily from the younger generation. They appreciated the friendly atmosphere and having fun during course.

WHAT SHOULD FUTURE EDUCATORS KNOW?

1. Participants have various levels of digital competences and background knowledge. Additionally, there are age differences, which may cause discrepancies. A solution is to divide seniors into two or three groups, based on their skills and pre-test results, which can help to set the pace of the course appropriate for each group. Seniors with a lack of knowledge also feel that they slow the whole group down, and they need special treatment consisting of more attention and explanation. On the other hand, the quicker students might be slightly demotivating for others, and they are sometimes jealous of students who get more attention
2. At the beginning of the course, it is best to prepare lessons dedicated to smartphone basics, including how smartphones work in general, what are the differences between smartphones and "dumbphones", the basic icons and symbols on smartphones, and of course settings (Wi-Fi, deleting data, screensaver etc.) as well as typing

3. The estimated time of the course is ten days (2 hours per day). Some of the participants would appreciate more time daily
4. Technical problems may appear during the course, which is very frustrating for seniors because they do not understand what is happening or why. It is important to prepare Wi-Fi, especially during location-based games, which are mostly situated in the public environment. But the majority of problems with smartphones are a consequence of the specific features of the equipment, as well as the lack of seniors' experience in using this technology. Some of them have very old phones which have low memory, low battery or small display. It is important to set all smartphone on the same level and tell seniors to bring a charger or external battery. It is easier if seniors buy a new phone, if possible. All technical setups should be made before the training
5. Educators should not be in possession of the participants' personal data, especially those connected with phone IDs, bank details, and any passwords. It is important to warn participants to remember all passwords before training
6. Number of educators. During our course we had 2 educators for a group of 12 people, although most of the time 2 observers also assisted. If possible, more educators for one group may be considered, because seniors need an individual approach
7. Regarding a small display, a special pen designed for touchscreens can help to improve control, as many seniors have low motor coordination skills
8. Each smartphone is different, especially those using the Android system. It is important to realize this and take it into account
9. It is necessary to set up a Google (Gmail) account on all smartphones, as some of seniors do not have it and it is important for downloading new applications. For the iOS system, an account for App Store needs to be set up
10. Patience is the most important thing in communicating with seniors. They are very demanding students, and may ask a lot of questions, sometimes the same ones, but they appreciate most the patience and open approach of the educators. Seniors do not want to feel foolish, but at the same time want to feel free to ask anything. Unlike seniors' children or grandchildren, educators have more time and willingness to explain. Often, seniors' relatives do not have the time to explain, but simply solve problems with the smartphone themselves, instead of showing the senior how to do it
11. For many seniors, the emotional aspect had a significant impact on their progress. When they feel they cannot perform well during an activity it

- is discouraging, and most of them expect a recap from the previous lessons to be led by the educators
12. It is important to note that seniors are often vulnerable and may have health and mental issues which should be taken into consideration
 13. Seniors can easily become distracted, and sometimes start to talk about subjects which have no connection with the lesson. As a result, at the end of lesson, they are tired and less engaged
 14. Repetition is considered as a good aspect of the whole training, meaning control tasks and post-tests
 15. If possible, prepare drinks (water) and food for seniors, especially in spring and summer when temperatures are high
 16. Regarding the location-based game method, some of the students are not used to the “learning by playing” style, and prefer the classical method because they take part in the course to learn and not to play, and the main motivation among seniors was to learn how to control their smartphone, not to win. Some seniors felt anxious about this. On the other hand, other seniors like it, and prefer this way of teaching because they perceive it as ‘modern’ and ‘up to date’
 17. For implementation of the location-based game method in big cities, it is essential to organize games in one district or borough. Otherwise, some of the participants could be in a situation where they spend too much time commuting. This can seriously influence the learning process and affect attendance
 18. Weather is unstable. It is essential to have a backup plan if the weather is unfavorable
 19. Location selection. Sometimes, public spaces can be used for various events, and it is important to have a formal agreement with the local authorities when using public spaces
 20. Changing location can be confusing for participants. Although we have notified participants before every class, it has happened that some of them went to the wrong place
 21. In the class method, it is a pity that there was no opportunity to try applications in real life (e.g. Google Maps)
 22. If foreigners (non native speakers) take part in the course, there may be a problem with comprehension of the tasks and instructions
 23. Learning with a partner (husband or wife) can be motivating
 24. According to participants, the following activities should be included in future courses
 - Watching videos and TV on the phone
 - Security in the Internet, collection of data, camera, and the significance of contact permission

- Internet browsing
 - Applications connected with e-banking
 - Applications connected with online shopping
 - Photo editing
25. Some participants did not feel that all the apps are useful, particularly QR codes. Some of the applications (e.g. WhatsApp) have a complicated user interface, which makes learning difficult
 26. If possible, it would be an advantage to play games with educators first, before teaching seniors to understand them better
 27. Some educators think that a combination of the CLM and LBG methods would be the best for seniors. They can learn the basics of apps in the classic way, and then practice them by playing

CHAPTER III

SCENARIOS

INTRODUCTION

“Location-based games as a contemporary, original, and innovative method of seniors’ teaching and learning” is dedicated to the educators of seniors. The idea of this part of the book was to create a curriculum for teaching seniors the use of new technologies. With this in mind, the authors have developed 10 lessons to teach seniors the use of a smartphone and applications which are useful in everyday life. During course seniors will study how to use basic functions of a smartphone e.g.: camera, voice recorder, and video, and also useful applications such as WhatsApp, Google Translator, QR codes, Google Maps Navigation, and TripAdvisor. All of these applications are available free in all countries which have taken part in this project.

This chapter of the book includes two sections – games and classes. Both of them realize the same program but in two different ways. The games section contains 10 location-based games and aim of these lessons was to teach seniors by using the edutainment method. This approach focusses on the concept of fun first, rather than learning. However, the results lead to the assimilation of knowledge and skills. Educators carry out the program by using games, having at their disposal outlines with attachments and a description of each game. Each game includes:

- A scenario of the game, with detailed lists of the didactic aids which are necessary to conduct the game, a description of the gaming and educational objectives, rules of the game and a table with detailed description of the game, time, and tips for educators
- Instruction for the players, with rules of the game
- Annexes, which are ready to print. Annexes could be of various kinds: instructions, maps, list of tasks or a table to complete

There is also a table of the individual results for each participant in the games course, which should be printed at the beginning of the course. The

seniors collect stickers for this table. In the games method, this is very important in maintaining competition throughout the games, and ensuring that each senior receives an award immediately after completing the task. The results of individuals and teams should also be counted after each game. The aim of this competition is to focus on the games objectives (fun, winning, plot, friends) rather than on the educational objectives. All materials are ready to print and simple to use. In our opinion, this method makes seniors more independent in their everyday use of smartphones and allows them to develop automation when using mobile phones.

The games were conducted in London (English version of this book) and also in Wrocław (Polish version), Vilnius (Lithuanian version) and Trnava (Slovak version), and all the maps were related to those locations. However, it is possible to arrange these games in any city, in which case the maps and lists of localization should be changed and adapted to local conditions. We also advise checking every QR code before starting the game, because they are strictly connected with the URL addresses of the webpages, which may be changed in the future. The QR codes can be updated with the QR Codes generator.

In these games the educator should only facilitate the process of learning, and answer the questions of the seniors. No lectures should be given, because the aim is to develop the independence of the learners.

On the other hand, the class section is dedicated to conducting the program using traditional methods (class room). The content of lesson is the same as in the games version but the method of teaching is different, i.e. the class room method. The curriculum includes:

- A scenario of the classes, with detailed lists of the didactic aids necessary to conduct the classes, a description of the educational objectives, and a table with detailed description of the classes, time, and tips for educators
- Annexes, which are ready to print. These may be of different types: instructions, a list of tasks or a table to complete

Educators should use these instructions as a basis for conducting lectures. The classes are conducted in the traditional “step by step” method with exposed educational aids.

Our idea is “simple and ready to use”. In this part of the book some materials are repeated, if they were used in both games and traditional courses. Thanks to that, every scenario is complete and ready to use/print in an appropriate part of this chapter.

Both methods were double tested in London, Wrocław, Vilnius and Trnava. On first sight the traditional classes are easier to prepare, and this was borne

out in practice. However, the games are more effective, and they provide a lot of fun, and what is more important they bring more lasting effects, because seniors learn how to use smartphones in natural environment, where there are a lot of distractions (as in everyday life), and they are prepared in upgrading applications and mobiles. They know how to adapt to a new layout or use applications which are completely new for them.

The educator can choose which way of education is better for his/her students. It should be noted that during the education process it is possible use either one of the methods exclusively, but the methods can also be mixed. We believed that this “Location-based games as a contemporary, original, and innovative method of seniors’ teaching and learning” will be an interesting alternative to senior education in the field of new technologies.

The authors hope that both methods of teaching will be interesting and effective in the education of seniors in every country. This “Location-based games as a contemporary, original, and innovative method of seniors’ teaching and learning” is free, with open access (CC-BY-SA 3.0), we only ask to place #LoGaSET on websites where future educators will present the effects of using these curricula. We are very interested in how it will work in the future.

If you have any questions, please contact us on the LoGaSET Facebook page: <https://www.facebook.com/SeniorsICTEdutainmentLoGaSET/>.

Good luck!

GAME SCENARIOS

SCENARIO 1 – GOOGLE PLAY AND APP STORE

Name of a series of workshops – The acquisition of practical skills related to ICT

Place of execution – indoors, a place with tables and chairs

Participants in the workshops – senior citizens 60+

Educators – trained educators professionals

Duration of workshop – max. 120 min

Didactic aids:

- Files with pasted tables of the individual results, and with the number 1 or 2 (by selecting a briefcase, the participants choose their team)
- Identifiers, lanyards and markers
- Smartphones with an internet connection
- Annex 1–7 – list of the skills-based tasks
- Annex 1A – Instructions on using Google Play for installing the application Google Translate
- Annex 1B – Instructions on using App Store for installing the application Google Translate
- Annex 2A – Instructions on using Google Play for installing the application TripAdvisor
- Annex 2B – Instructions on using App Store for installing the application TripAdvisor
- Annex 3A – Instructions on using Google Play for installing the application QR Code Scanner
- Annex 3B – Instructions on using App Store for installing the application QR Code Scanner
- Annex 4A – Instructions on using Google Play for installing the application WhatsApp
- Annex 4B – Instructions on using App Store for installing the application WhatsApp
- Annex 5 – matching names to icons
- Annex 6 – recognising the icons of the application
- Annex 7 – recognising the name of the application
- Annex 8–12 – list of the integration tasks

- Annex 13 – map of the place, where the game takes place
- Rules of the game
- Stickers (normal and big smiley)
- Materials necessary to resolve tasks 8–12 (scissors, sheets of paper, glue, pens, etc.), envelopes
- Results table prepared in digital version (excel)

Subject of the workshop – Google Play and App Store applications and integration of the participants Learning objectives (hidden):

Main objective: Familiarizing and learning how to download and install applications in Google Play and App Store

Specific objectives:

- Participants learn how to use Google Play and App Store
- Participants understand why the applications are useful in everyday life and why it is important to be open for other participants of the workshops
- Participants can download the applications from Google Play or App Store, and they can cooperate in groups

Game objective (disclosed to participants) – Covering entire route following the numbers of the tasks, which are left on the tables; finding and solving all tasks.

The rules of the educational game:

Participants are divided into two teams by the use of drawing cards with two different symbols (e.g. square and circle).

Each team goes to their starting point. Each team bring the following documents to the starting point: (1) instructions for players, including rules of the game, scoring rules, the game objective and the winning condition; (2) draft of the place, where the game takes place with marked quest locations, (3) instructions (annex 1A: for the Android smartphone, or 1B: for the Apple smartphone) describing how to solve the first task (quest).

Then each team looks for further tasks (quests) guided by the draft of the place. After finding the quest location, the team receives the task (quest) with the appropriate instruction or materials. The tasks and the instruction is put on the table in the envelope. There are two types of quests: skills-based quests (connected with the use of Google Play or App Store)

and integration quests. The team must find and complete all tasks (quests). Each participant earns stickers for the team for completing the tasks (quests).

The participants get a sticker (with a normal smiley) for every resolved task. Every participant, who has all applications downloaded, gets extra stickers (with bigger smiley). The team who resolves every task first, gets extra stickers (with bigger smiley).

The winning condition – getting a higher number of stickers than the opposing team.

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
1. Organisational – ordering activities	The educator welcomes the participants, integration game.	Discussion, play	10 min	Description of the play: Each participant gives his name and an adjective beginning with the first letter of the name, e.g. luxurious Luba, extravagant Ewa, nice Nataly – participants prepare their identifiers.
	Division of participants into two teams.	The draw	5 min	Participants are divided into two teams by drawing files with the number 1 or 2. The division into two teams will be valid throughout the entire educational game cycle.
	The teams go to the starting points marked on the map. Each team familiarise with the goals and rules of the educational game.		15 min	Each team is accompanied by an educator (game master); Participants get a documents/instruction containing the rules of the game, the game objective and the winning condition; The educator explains the doubts of the participants.
2. The first (opening) quest	Localising the Google Play or App Store icon on the smartphone and installing Google Translate.	Quest	15 min	Participants receive from the educators the first quest along with the instructions on how to resolve it (annex 1A (Google Play or annex 1B for App Store). The quest is solving at the starting point of the team. Its correct resolving

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
				is necessary to obtain an educational game draft of the place. After the correct resolving of the opening quest, the team receives the draft of the place of the game.
3. The main game	Participants, using the draft of the place, search for the location of all quests, solve them and earn stickers.	Quests	50 min	<p>There were quests left along the route of the game, and then their location was marked on the map of the place. Quests are divided into:</p> <ul style="list-style-type: none"> – skills-based quests: installing applications using Google Play (annexes 2–4 version A) or App Store (annexes 2–4 version B): (1) TripAdvisor application, (2) QR Scanner application, (3) WhatsApp application; recognition of icons for individual applications (annex 5); (4) match the icons quest (annex 6), (5) quiz – what you should use to download the application (annex 7). – integration quests: (6) hobbies (annex 8), (7) naming the team and creating its symbol (annex 9), (8) getting three pieces of information from outsiders (annex 10), (9) building a tower from objects around (annex 11), (10) singing a song about friends (annex 12). <p>The team looks for the location of the quests guided by the received draft map of the place. After finding the quest location, the team finds the content of the quest from the educator along with the instructions necessary for its resolving.</p>

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
				Every quest and the instruction necessary for its resolving should be left in the envelope on the appropriate (marked on the draft of the place) table before the game. The educator scores every solved quest by passing the stickers to the team.
4. The last (ending) quest – evaluation of the level of knowledge and skills	Each participant shows the educator the screen of their smartphone.	Each participant shows the educator the screen of their smartphone	10 min	Participants show a screen of their smartphones. The educator gives extra stickers to every participant who has all applications downloaded. The team which resolves all tasks first gets extra stickers (with a bigger smiley).
5. End of the game	Summing up points and announcing a winning team.		5 min	The educators count the stickers won by the teams, sum them up and announce the winner. The results are entered into the results table. Every normal sticker is worth 1 point; every big sticker is worth 3 points. It is necessary for the game to count the points and announce the results directly after every game!
6. Summary	Each participant talks about which were the most important aspects in the game and how he assesses it.	Discussion	10 min	Satisfaction questionnaire

GOOGLE PLAY AND APP STORE APPLICATIONS AND INTEGRATION OF THE PARTICIPANTS

Game objective – covering the entire route marked on the map, finding and solving all tasks.

The rules of the educational game:

Each team goes to their starting point. Each team brings the following documents to the starting point: (1) instructions for players, including rules of the game, scoring rules, the game objective and the winning condition; (2) draft map of the place, where the game takes place with marked quest locations, (3) instructions (annex 1A: for the Android smartphone, or 1B: for the Apple smartphone) describing how to solve the first task (quest).

Then each team looks for further tasks (quests) guided by the draft map of the place. After finding the quest location, the team receives the task (quest) with the appropriate instructions. The tasks and the instructions are put on the table in an envelope. There are two types of quests: skills-based quests (connected with the use of Google Play or App Store) and integration quests. The team must find and complete all tasks (quests). Each participant earns points for the team for completing the tasks (quests).

Participants get a sticker (with a normal smiley) for each resolved task. Each participant who has all applications downloaded gets extra stickers (with a bigger smiley). The team which resolves all tasks first gets extra stickers (with a bigger smiley).

The winning condition – getting a higher number of stickers than the opposing team.

Annex 1

Your quest is to familiarise with Google Play (for Android system) or App Store (for iPhone). You should install the **Google Translate** application according to the instructions (annex 1A: Google Play; 1B: App Store)

Annex 2

Your quest is to familiarise with Google Play (for Android system) or App Store (for iPhone). You should install the **TripAdvisor** application according to the instructions (annex 1A: Google Play; 1B: App Store)

Annex 3

Your quest is to familiarise with the Google Play (for Android system) or App Store (for iPhone). You should install the **QR CODE Scanner** application according to the instructions (annex 1A: Google Play; 1B: App Store)

Annex 4

Your quest is to familiarise with Google Play (for Android system) or App Store (for iPhone). You should install the **WhatsApp** application according to the instructions (annex 1A: Google Play; 1B: App Store)

Annex 5

You should recognise the icons of the application to download a new application.

Annex 6

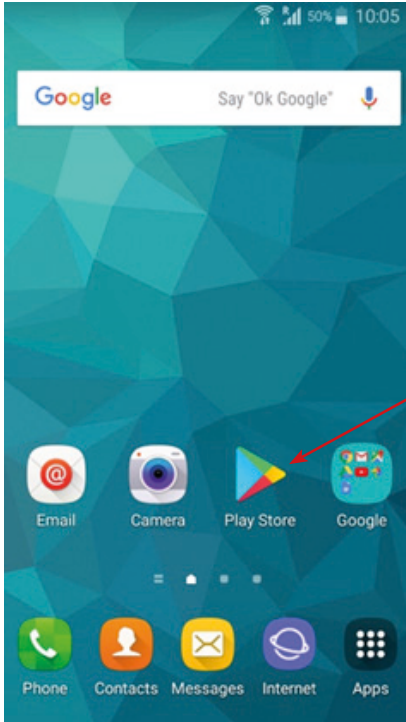
You should match the icon of the applications with their names

Annex 7

Answer the question: what should you use to download new applications on your mobile phone? (The right answers are: b and e)

HOW TO USE THE GOOGLE PLAY STORE TO INSTALL THE GOOGLE TRANSLATE APP

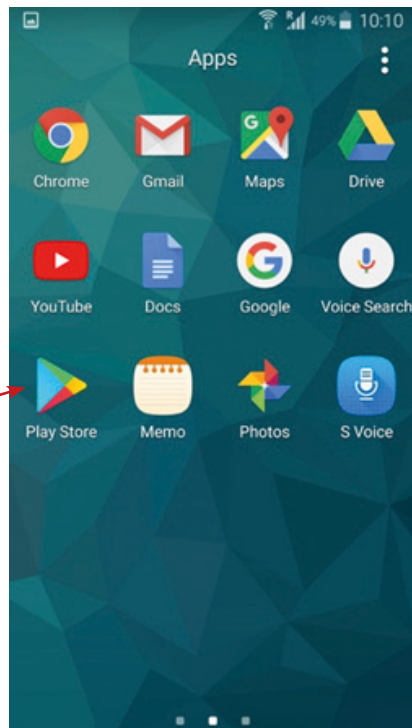
1. Find on your mobile the icon of Google Play Store. The icon could be on “Home” screen.



If you cannot find the icon on “Home” screen, look in the menu of your mobile phone

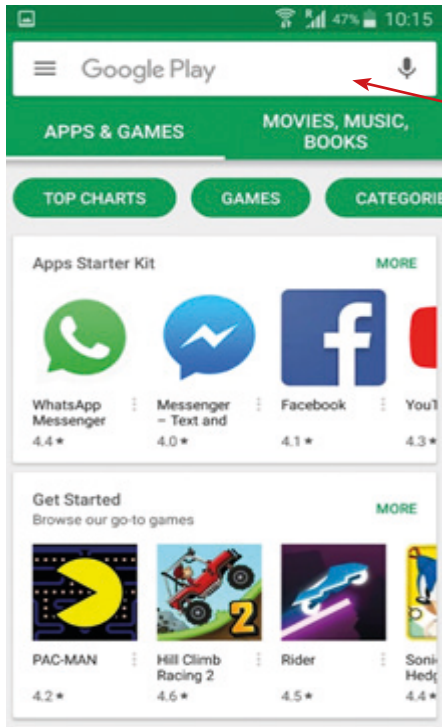
The icon of Google Play Store

2. Tap on the icon of Google Play Store.



The icon of Google Play Store

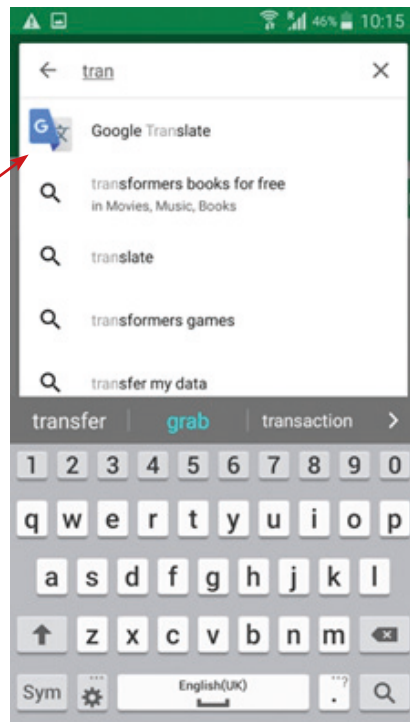
3. Now you should see the Google Play Store search bar.



Write here what app you need

4. For example: type "Google Translate".

Now tap on the icon that you need from the list

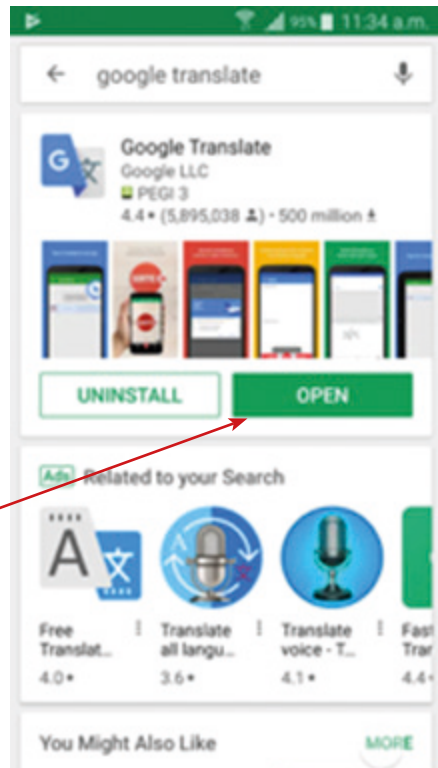


5. Now that the app window is open in Google Play Store, you can “Download” / “Install”.



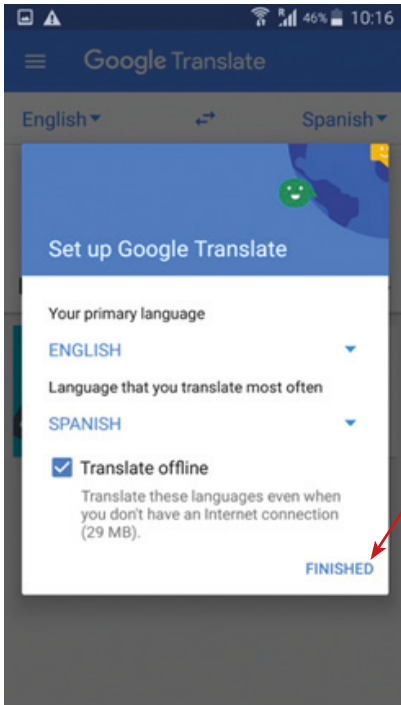
Tap on the “Install” button

6. When you tap “Install” app should be now downloading. When application will be installed you should see the icon “Open” – tap on it.



Tap on the icon “Open”

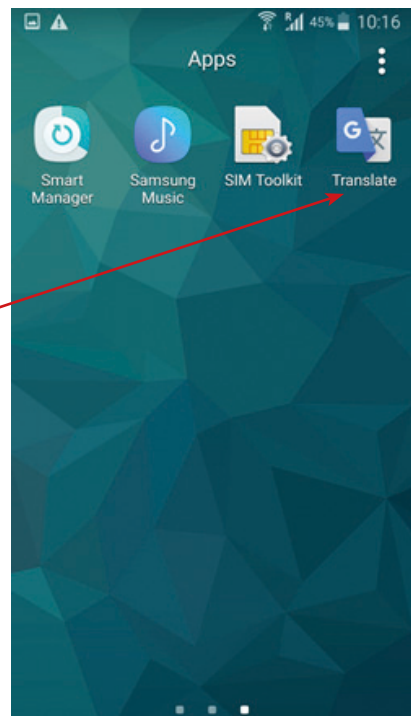
7. You may see the question about access to data of your mobile phone. Please tap “Yes” / “I agree” / “I allow”. The question about configurations of application may appear. Please, set application how you need.



Tap on the icon “Finished”

8. Well done! Now you can use the Google Play Store and you have app Google Translate.

9. In menu your mobile phone you should see the icon “Google Translate”.



Tap on the icon “Google Translate”



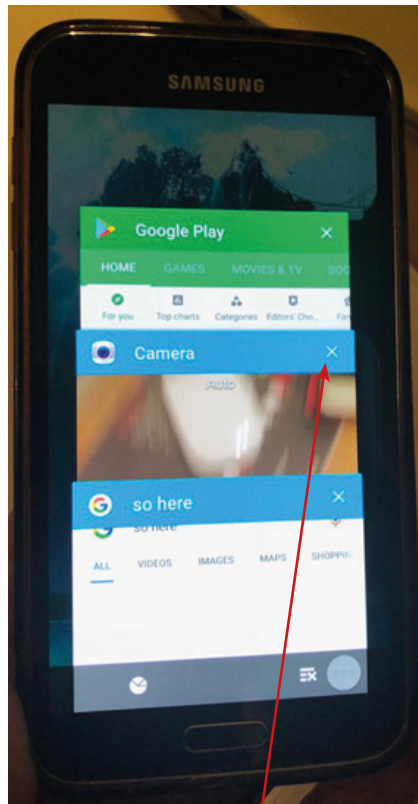
10. To exit the app, click or tap the “Home” button.

11. When you come to the “Home screen”, tap the button next to the “Home” button and tap the “X” of swipe opened windows.



Tap the button

Click or tap the
“Home” button

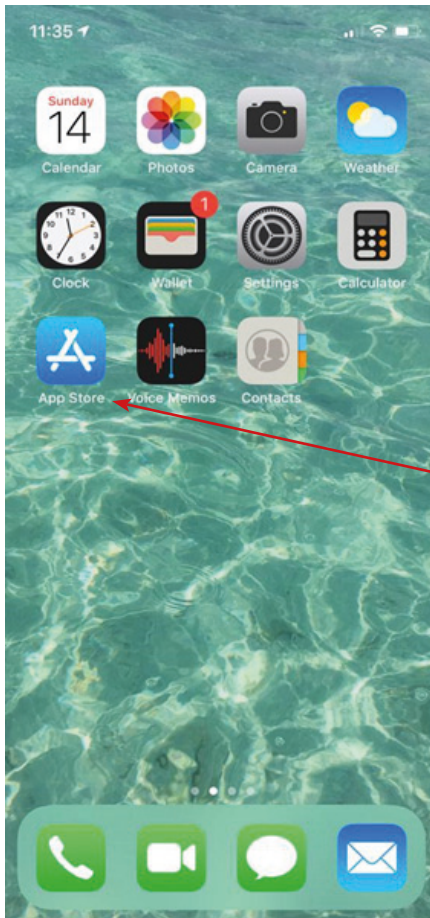


Tap the “X” or swipe
opened windows



HOW TO USE THE APP STORE TO INSTALL THE GOOGLE TRANSLATE APP

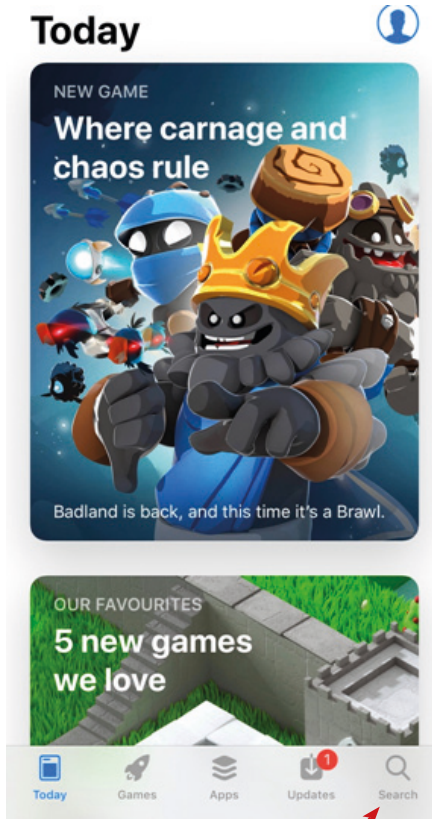
1. Find on your mobile the icon of App Store. The icon could be on “Home screen”.



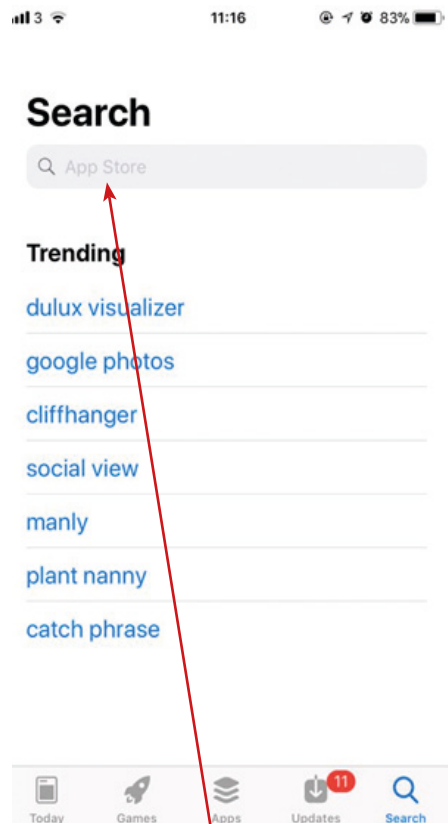
The icon of App Store

2. Tap on the icon of App Store.

3. You should see the main screen of the App Store.

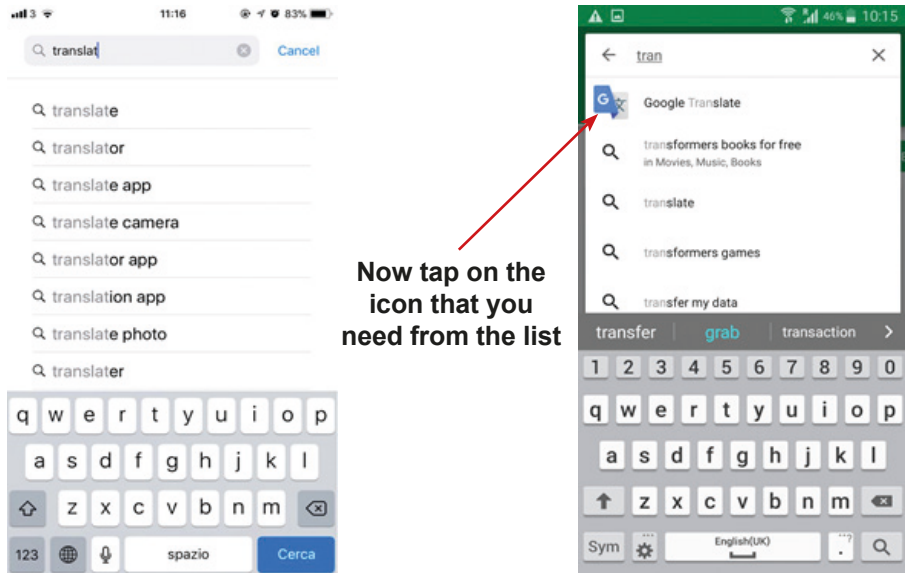


Tap the search

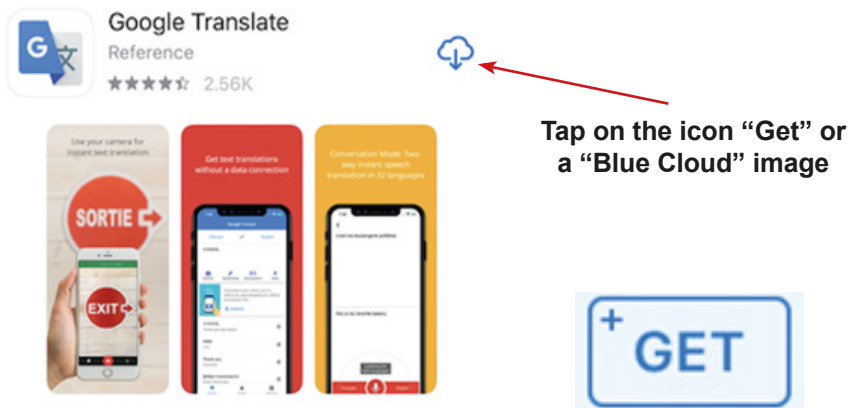


Write here what app you need

4. For example: type “Google Translate”.

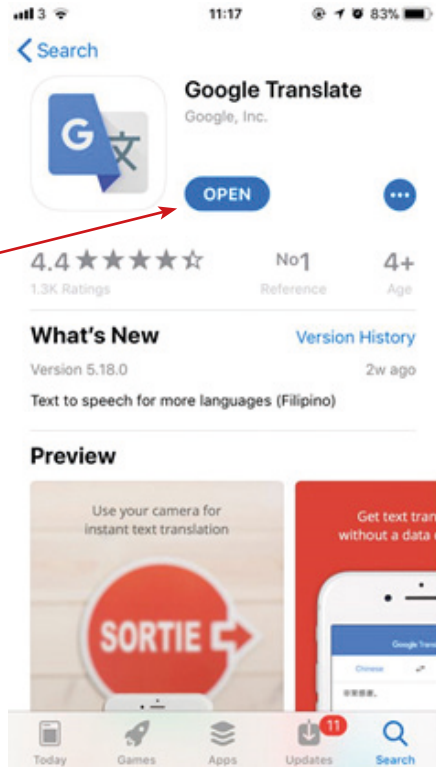


5. Now, that the app window is open in App Store, you can “Get” or “Open” the app.

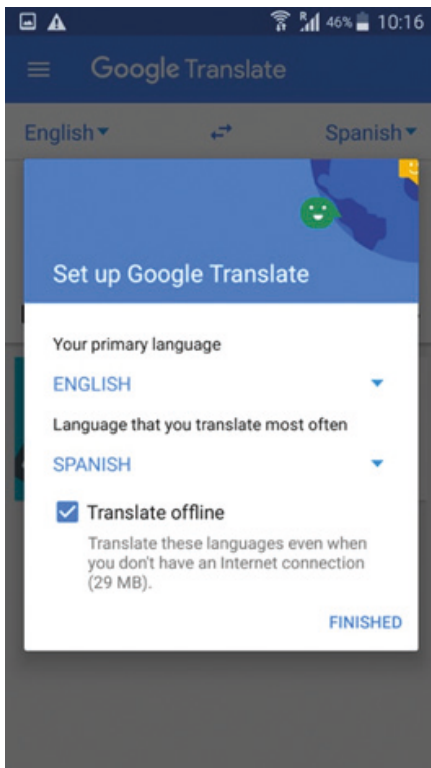


6. When you tap “Get” or “Blue Cloud” the app should be downloading. When app is installed you should see the icon “Open”– tap on it.

Tap on the icon “Open”



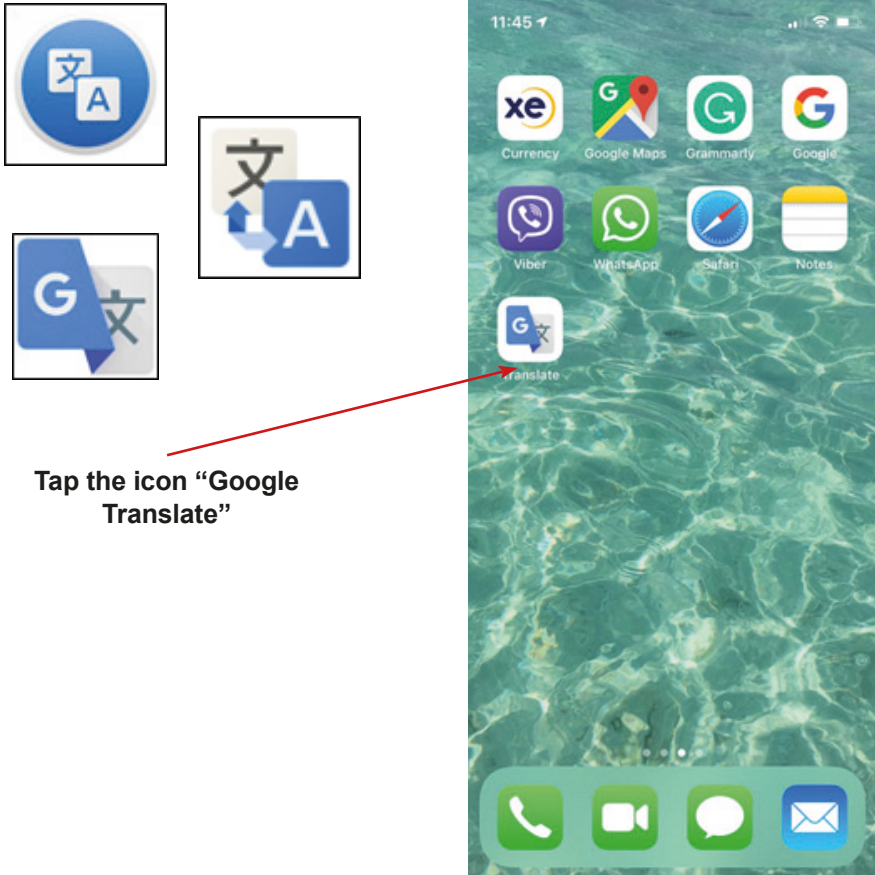
7. You might see the question about access to data of your mobile phone. Please tap “Yes” / “I agree” / “I allow”.



The question about configurations of app may appear. Please, set up the app following the passages on your phone in line with your needs.

8. Well done! Now you can use the App Store and you have installed the app Google Translate.

9. Back to the main screen. In the menu of your mobile phone you should see the icon for the Google Translate app.



Tap the icon “Google Translate”

10. To close app completely: double-click the “Home” button to bring up the fast app switcher.

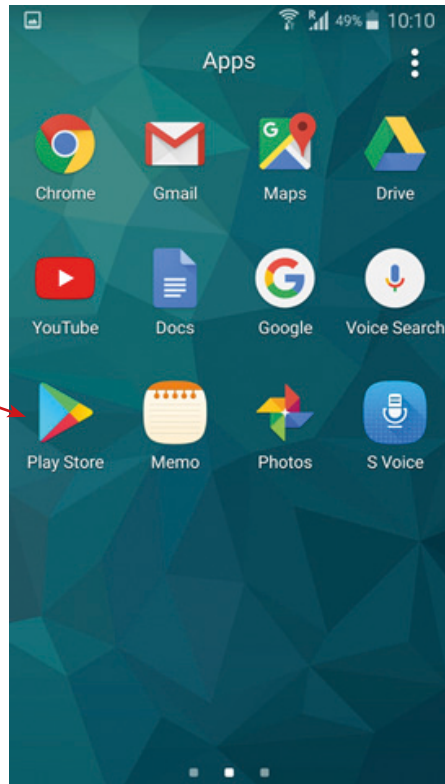
11. Navigate to the app screen you want to quit.

12. Swipe up on the app card you wish to shut down by flicking it up and off the screen.

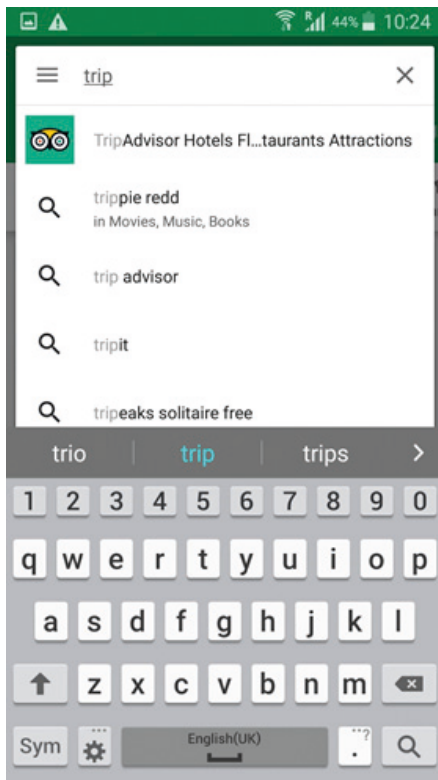
INSTALLING THE TRIPADVISOR APP

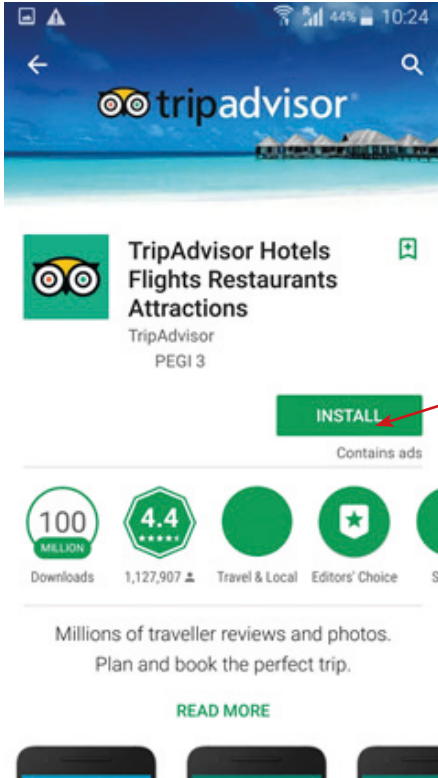
1. Find the “Google Play Store” icon on your mobile phone and tap on it.

Tap here



2. In Google Play Store write “TripAdvisor”.

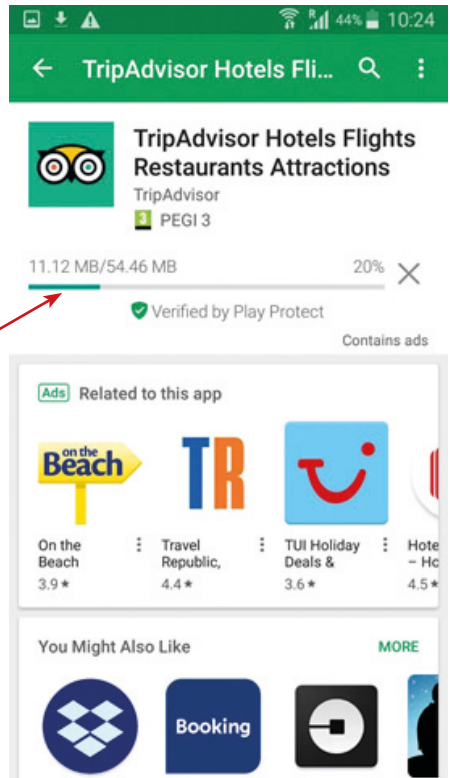




3. When you find the TripAdvisor app tap “Install”.

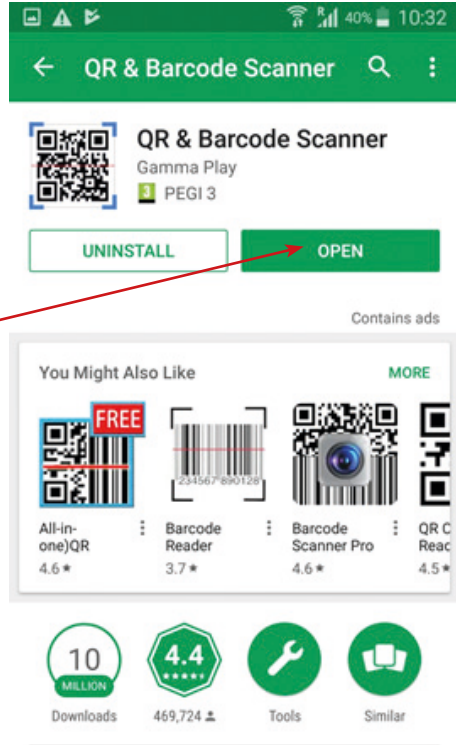
Tap here

4. You should see a line which shows you the progress of the app installation.

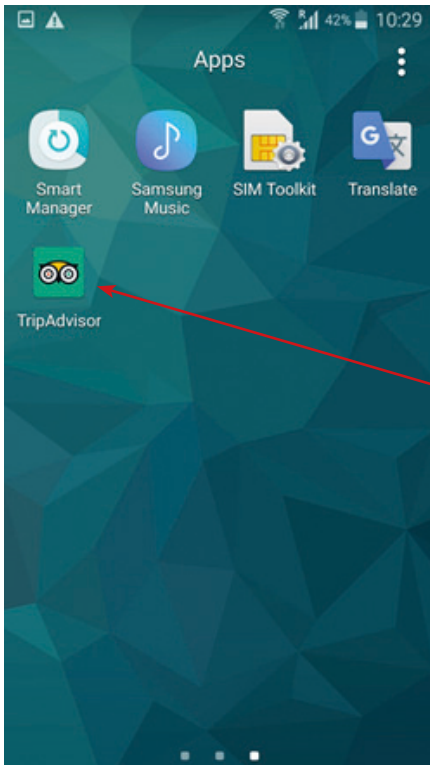


Here you can see the installation progress

5. When the app is downloaded, tap on “Open”.



Tap “Open”



6. Now the app should be installed on your mobile phone. Close the app and check your menu. There you should see the “TripAdvisor” icon.

“TripAdvisor” icon

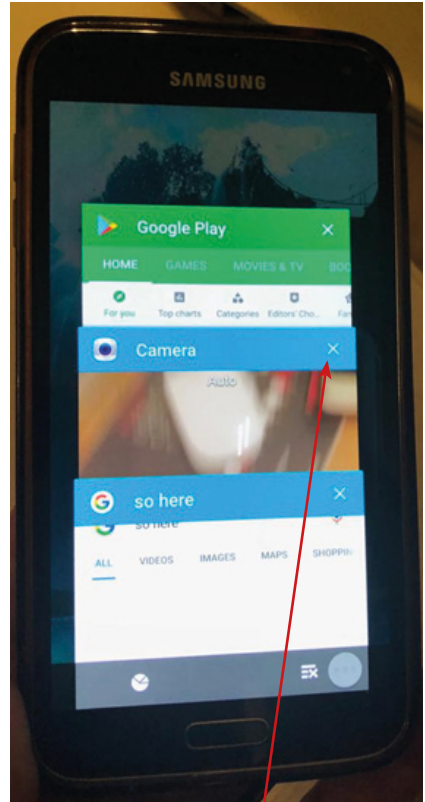
7. To exit the app, click or tap the “Home” button.

8. When you come to the “Home screen”, tap the button next to the “Home” button and tap the “X” of swipe opened windows.



Tap the button

**Click or tap the
“Home” button**



**Tap the “X” or swipe
opened windows**

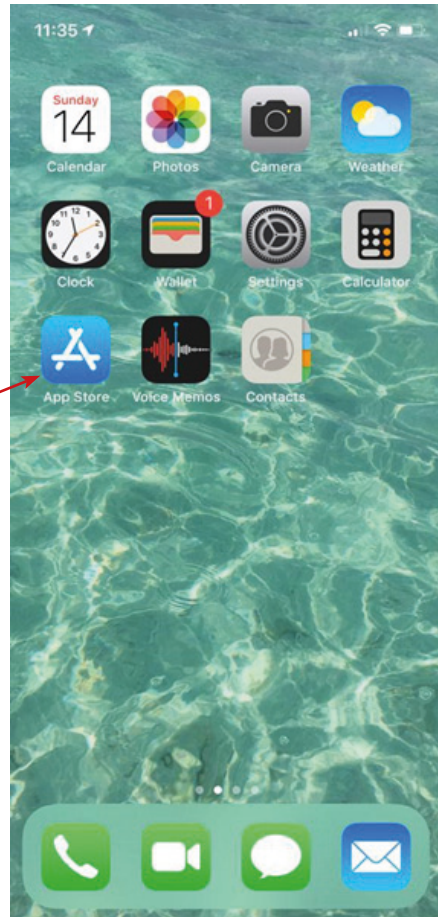


INSTALLING THE TRIPADVISOR APP

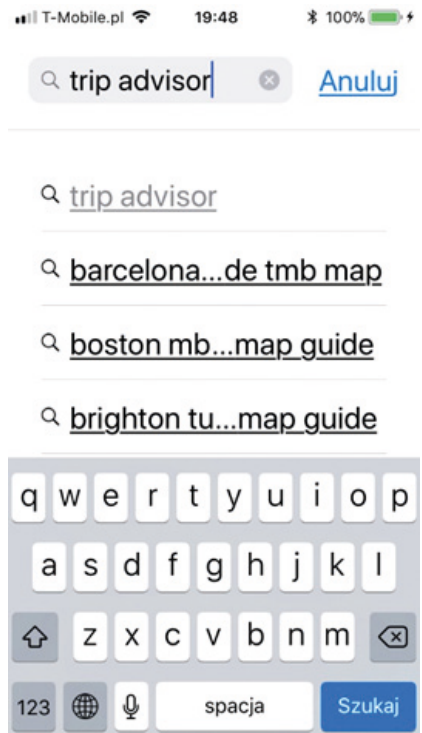
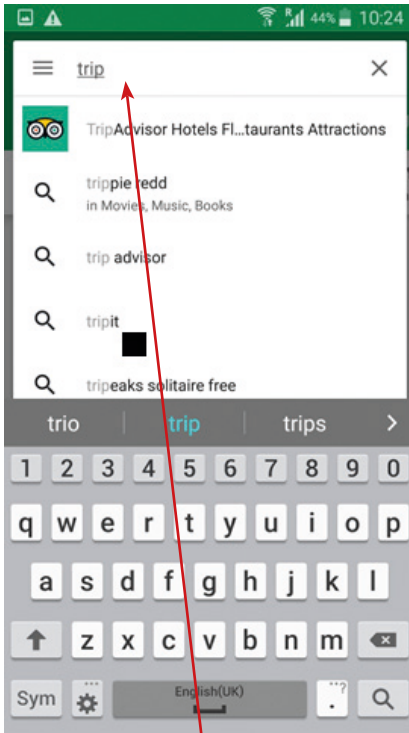
1. Find the “App Store” icon on your mobile phone and tap on it.



Tap here

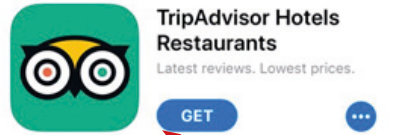


2. In the App Store write “TripAdvisor”.

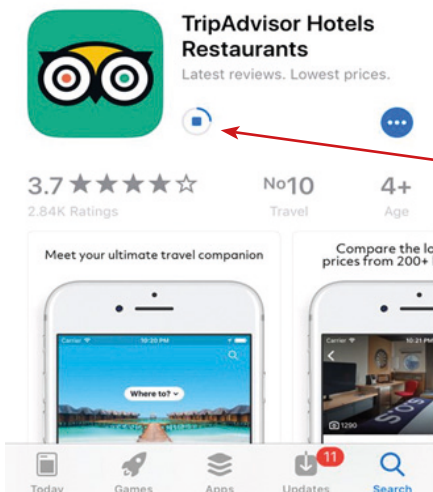
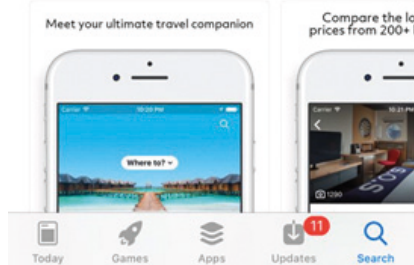
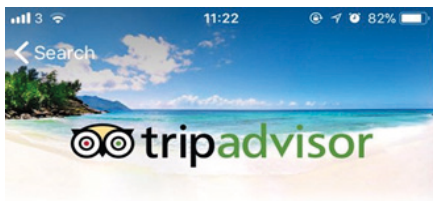


Write here

- When you find TripAdvisor app tap “Get” or the “Blue Cloud”.
- You should see a line which shows you the progress of the app installation.



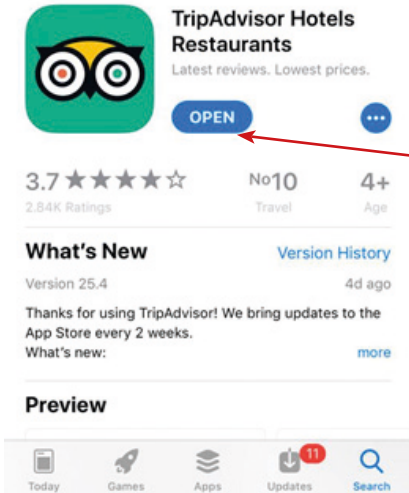
Tap here



Here you can see the installation progress

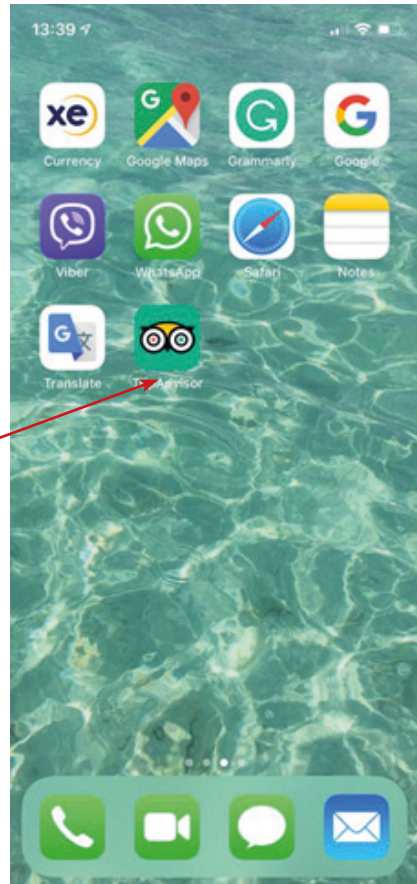


5. When the app is downloaded, tap on "Open".



Tap "Open"

6. Now the app should be installed on your mobile phone. Close the app and check your menu. There you should see the "TripAdvisor" icon.



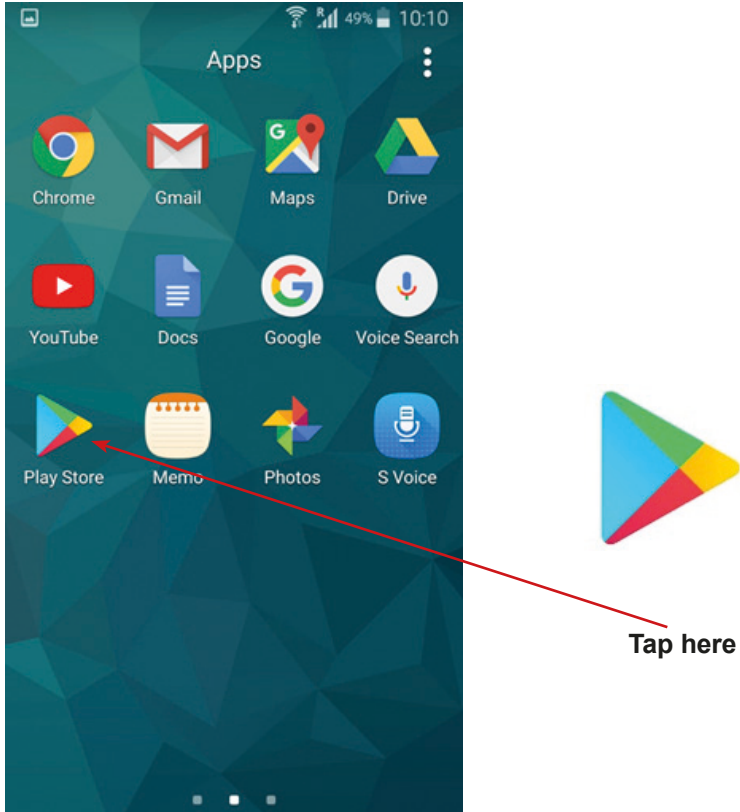
"TripAdvisor" icon

7. To close app completely: double-click the “Home” button to bring up the fast app switcher.
8. Navigate to the app screen you want to quit.
9. Swipe up on the app card you wish to shut down by flicking it up and off the screen.

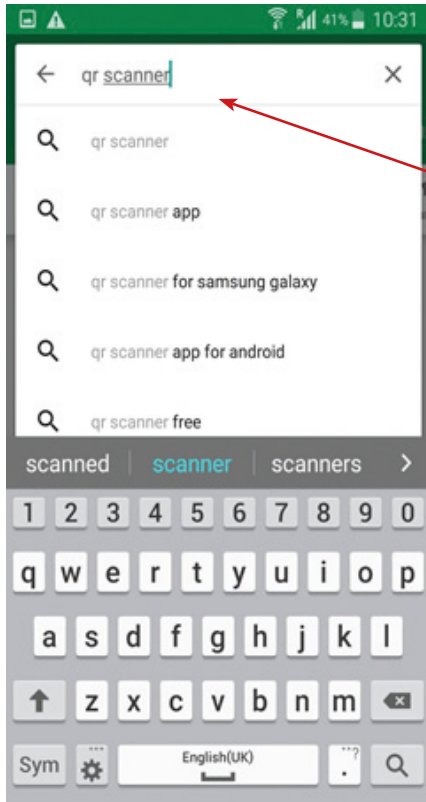


INSTALLING THE QR CODE APP

1. Find the “Google Play Store” icon on your mobile phone and tap on it.

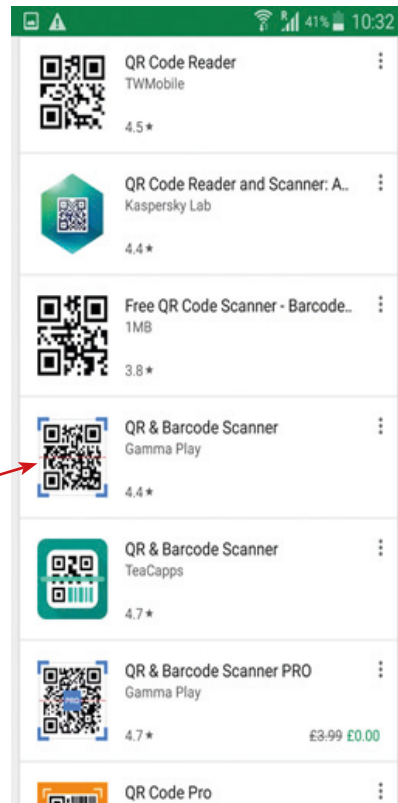


2. In Google Play Store write “QR”.



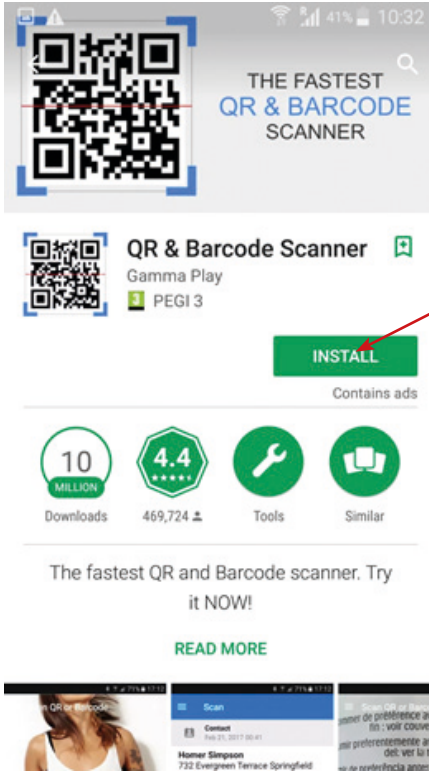
Write here

3. When you find the QR Code app, for example “QR & Bar Code Scanner” tap on it.



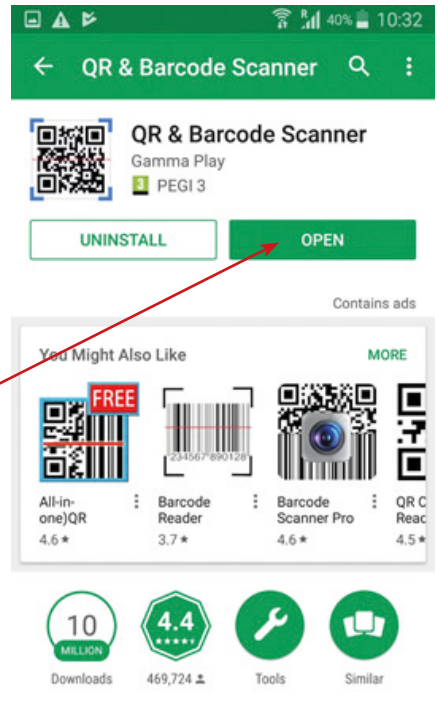
Tap here

4. After that, tap “Install”.



Tap “Install”

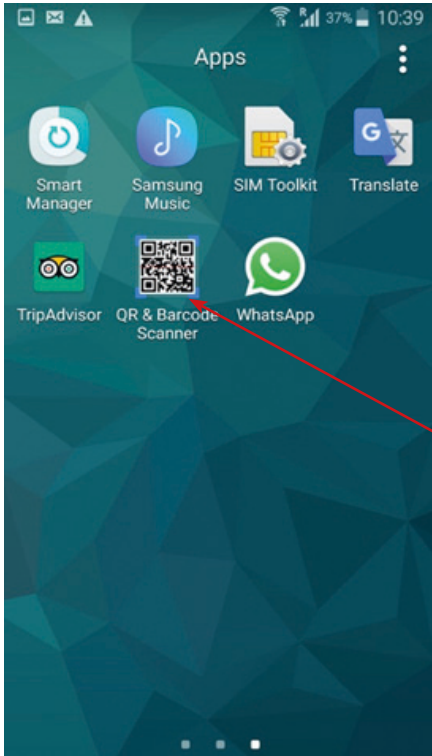
5. When the app is downloaded, tap on “Open”.



Tap “Open”

6. It will ask you to access your camera – tap “Yes” / “I agree” / “Allow”.
Close the app.

7. Now the app should be installed on your mobile phone. Close the app and check your menu. There you should see “QR & Bar Code Scanner” icon.



“QR & Bar Code Scanner” icon

8. Well done! You did it! You installed a new App “QR & Bar Code Scanner”!

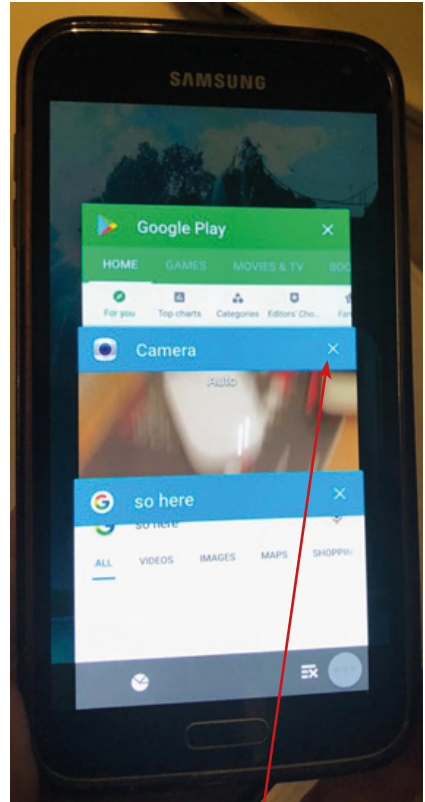
9. To exit the app, click or tap the “Home” button.

10. When you come to the “Home screen”, tap the button next to the “Home” button and tap the “X” of swipe opened windows.



Tap the button

Click or tap the “Home” button

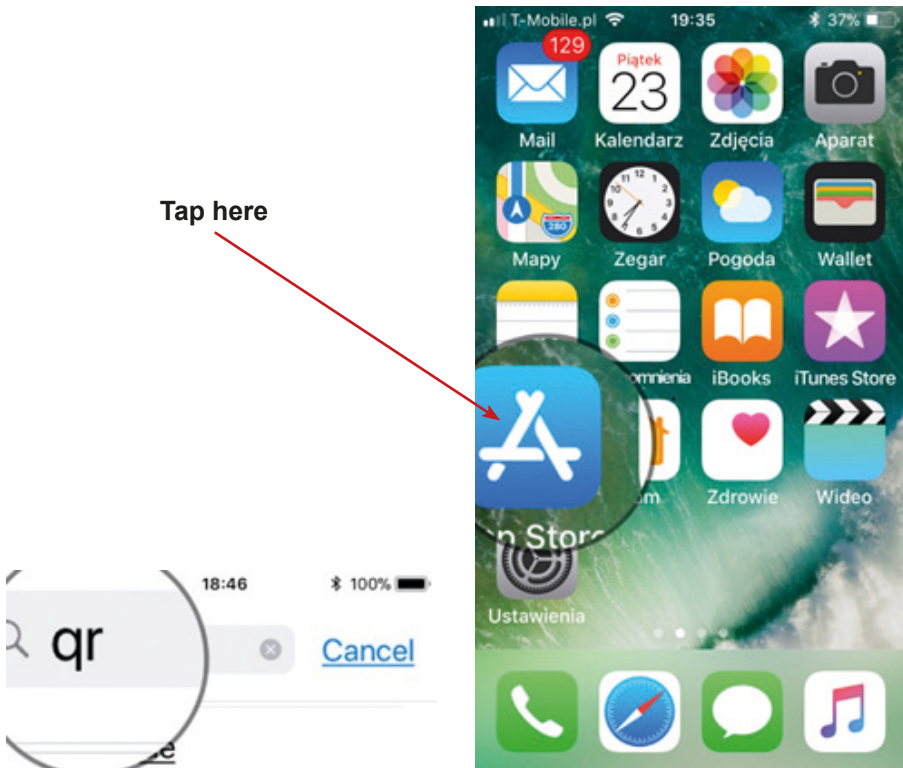


Tap the “X” or swipe opened windows

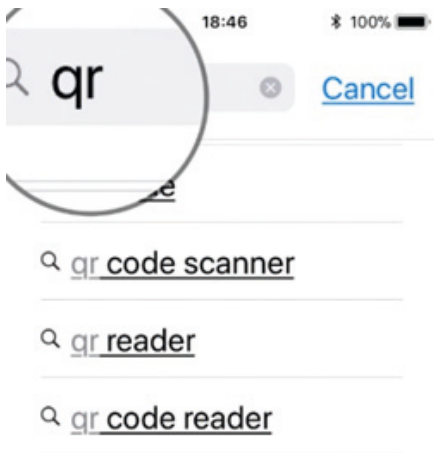


INSTALLING THE QR CODE APP

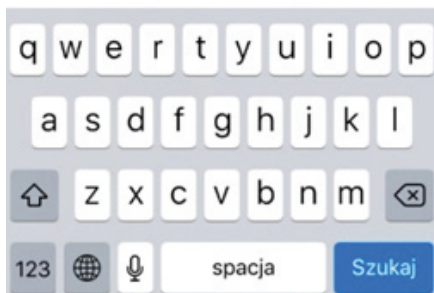
1. Find the “App Store” icon on your mobile phone and tap on it.



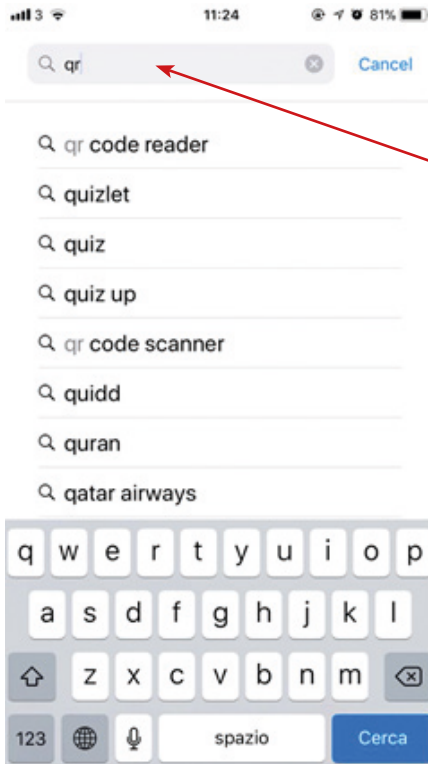
Tap here



2. In the App Store write “QR”.

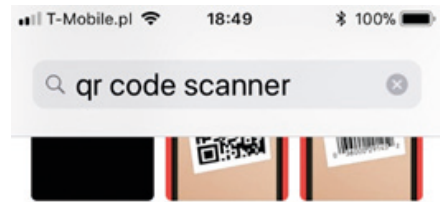


3. In App Store write “QR”.



Write here

4. When you find the QR Code app, for example “QR Code Scanner” / “Reader” tap “Install”.



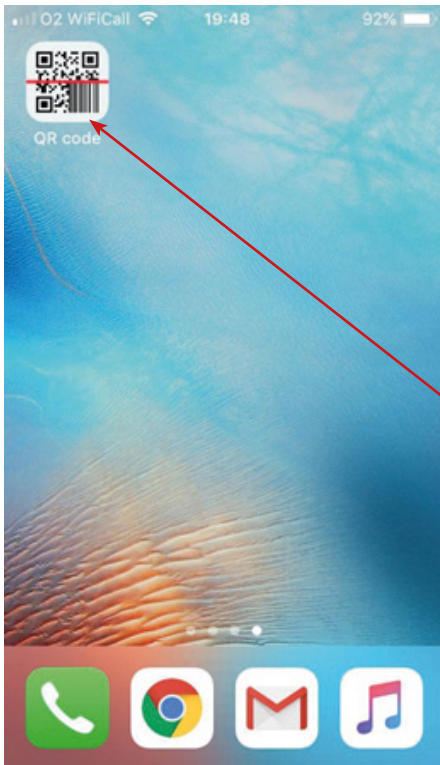
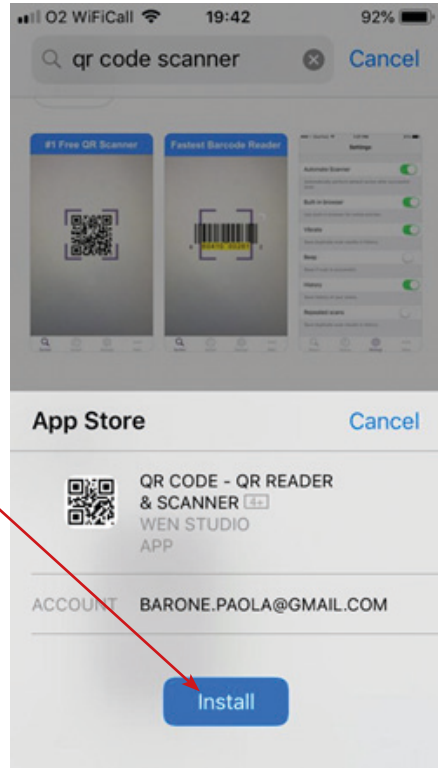
Tap “Get” or the “Blue Cloud” icon



5. It will ask you to access your camera – tap “Yes” / “I Agree” / “Allow”.
Close the app.

6. Now the app should be installed
on your mobile phone. Close the app
and check your menu. There you
should see “QR Code” icon.

Tap “Install”



7. Well done! You did it!
You installed a new app
“QR Code”!

“QR Code” icon

8. To close app completely: double-click the “Home” button to bring up the fast app switcher.

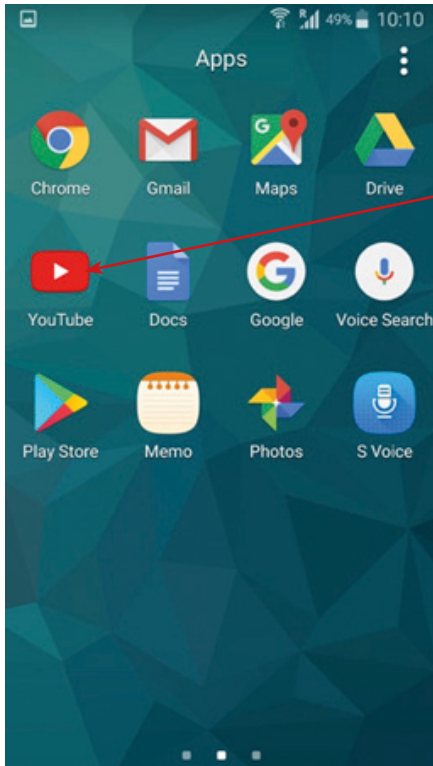
9. Navigate to the app screen you want to quit.

10. Swipe up on the app card you wish to shut down by flicking it up and off the screen.



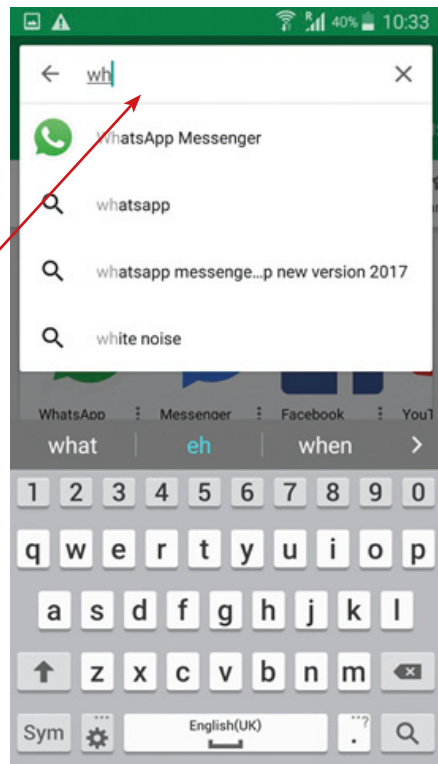
INSTALLING THE WHATSAPP APP

1. Find on your mobile the icon of Google Play Store.



Tap here

2. In the Google Play Store search bar write "WhatsApp".



Write here "WhatsApp"

3. Please tap “Install”.



Tap here

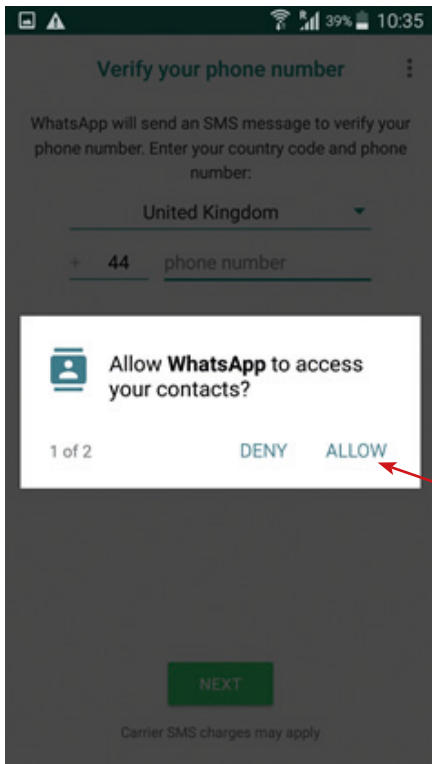
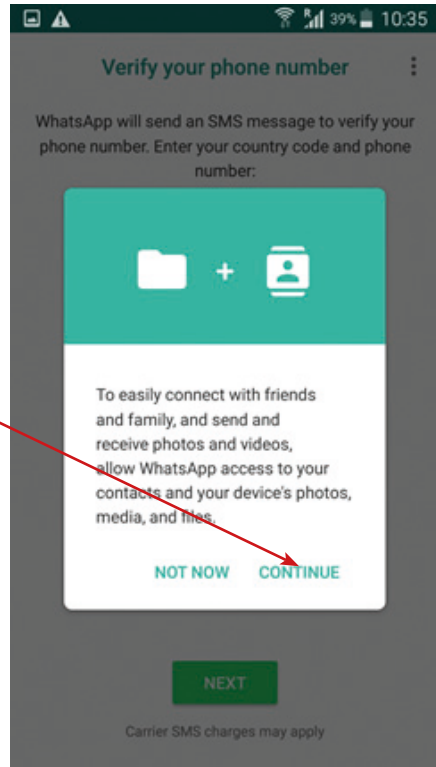
4. Then you need to accept the Terms of Service and Privacy Policy.



Tap “Agree and Continue”

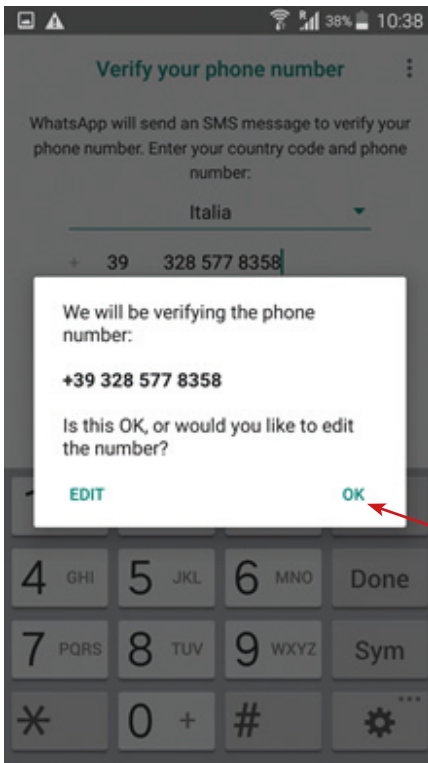
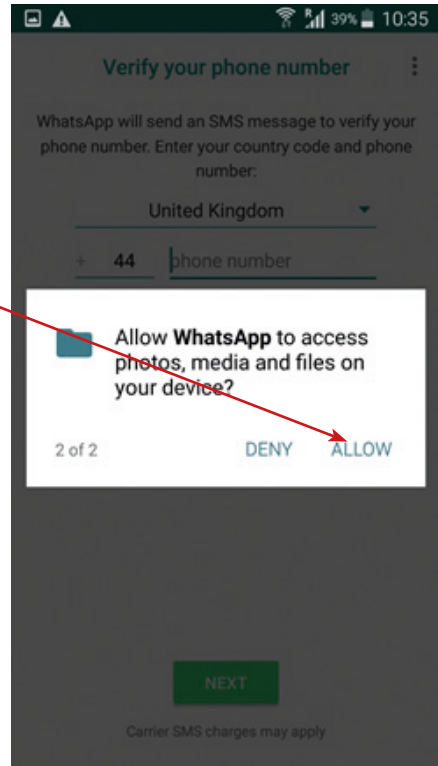
5. App will ask you about access to your contacts, photos, media and files – tap “Continue”.

Tap “Continue”



Tap “Allow”

Tap "Allow" one more time



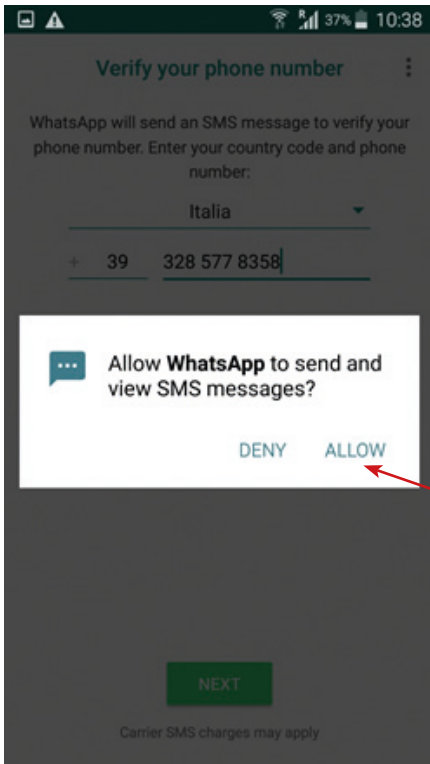
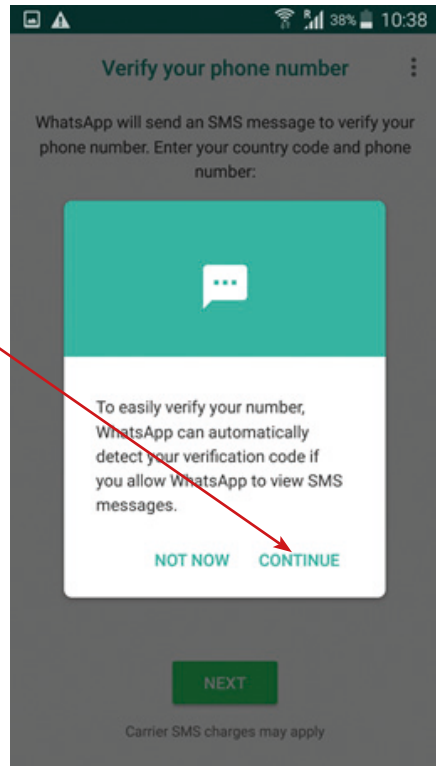
6. Next, app asks you about your number of phone – please enter your number.

7. Information about verification of number will appear – tap "OK".

Tap "OK"

8. Question about access to your messages will be asked – tap “Continue”, and next “Allow”.

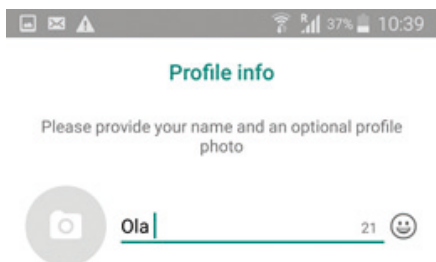
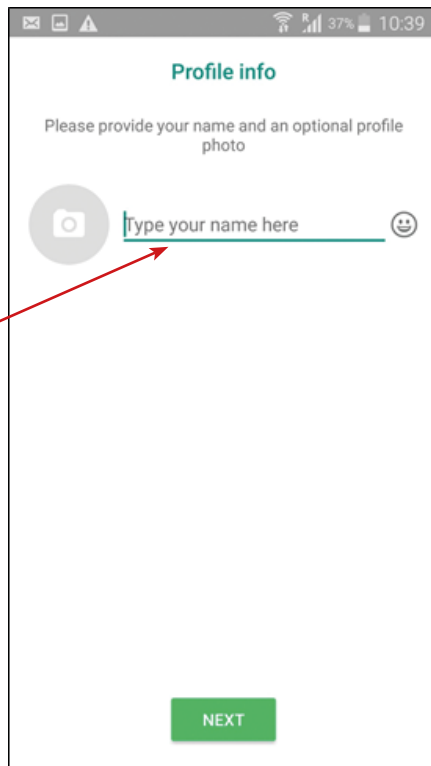
Tap “Continue”



Tap “Allow”

9. The next step is writing your name or nick.

Here write you name

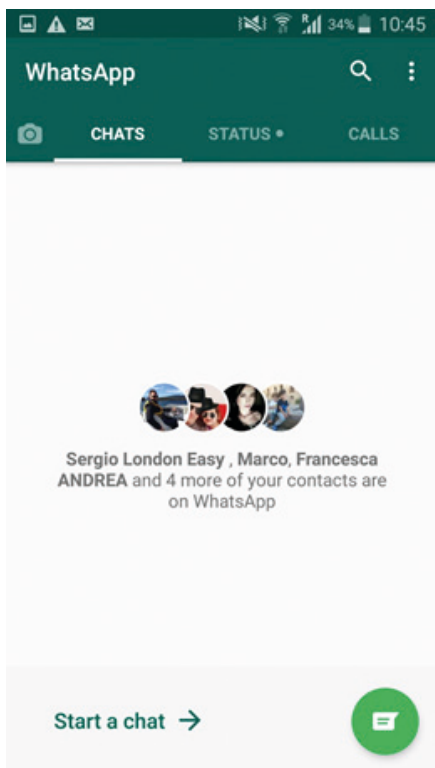
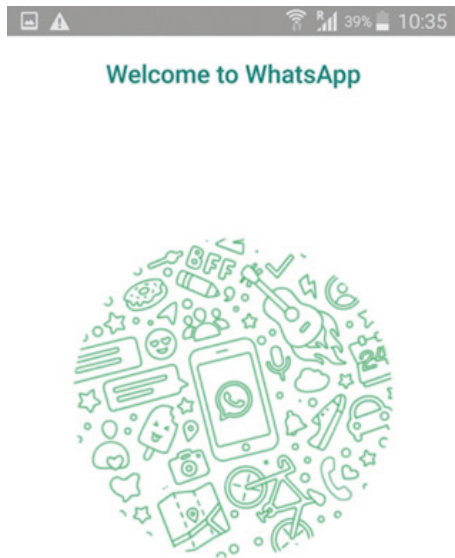


10. When you write you name, please tap „Next” / “Continue”.



Tap here

11. When you tap “Next” the app will be preparing to open – please wait a moment.



12. The WhatsApp is working – well done! You can close app by clicking or tapping on “Home” button.

13. Check your desktop – there should be the icon of WhatsApp.

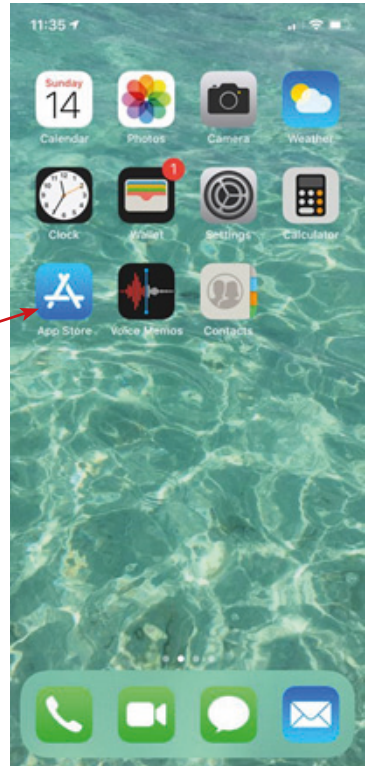
The icon of WhatsApp



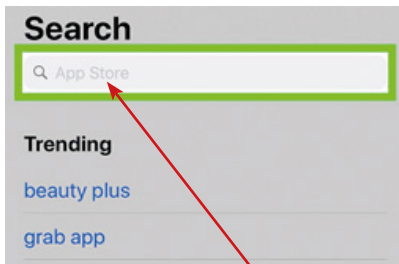
INSTALLING THE WHATSAPP APP

1. Find in your mobile phone the icon of App Store and tap on it.

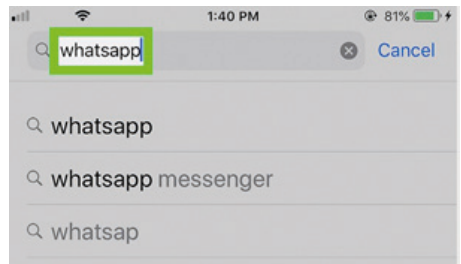
Tap here



2. In the search bar of the App Store write “WhatsApp”.



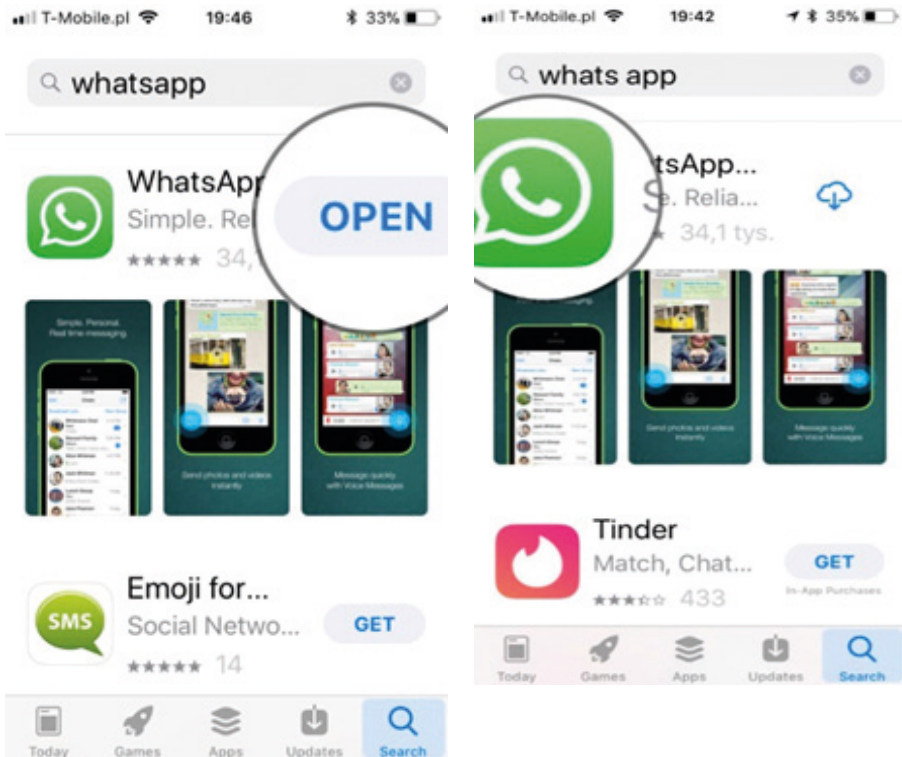
Write here



3. Please tap “Get”, “Open” or “Blue Cloud”.

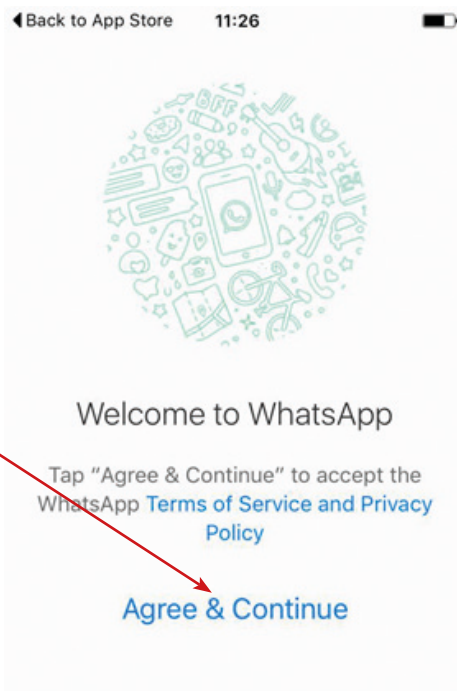


Tap here

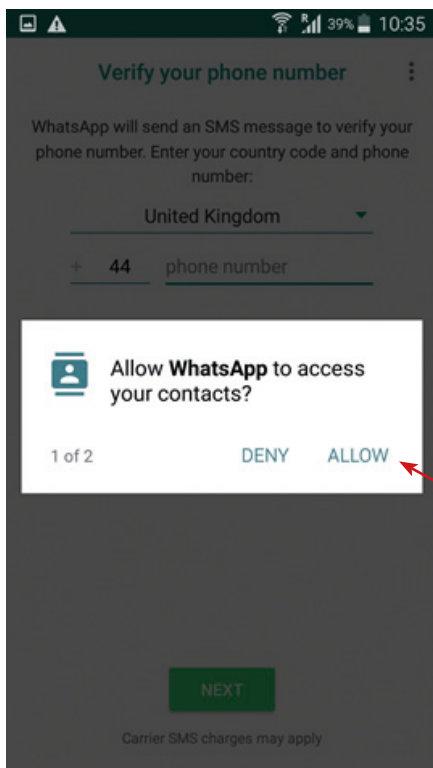


4. Then you need to accept the Terms of Service and Privacy Policy.

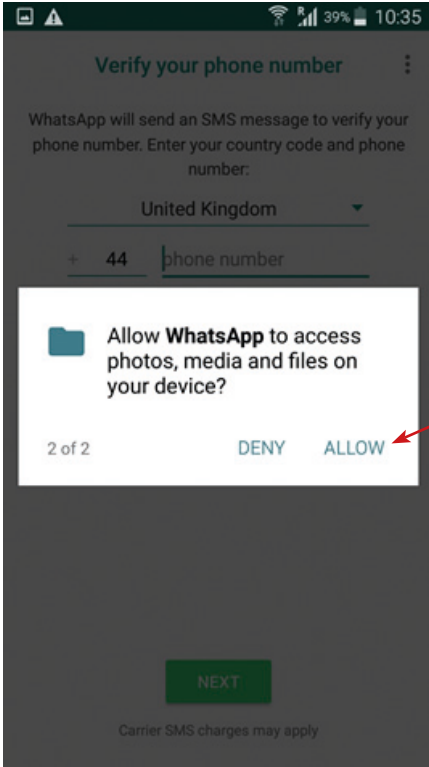
Tap „Agree & Continue”



5. App asks you about access to your contacts, photos and movies – tap “Allow” or “OK”.

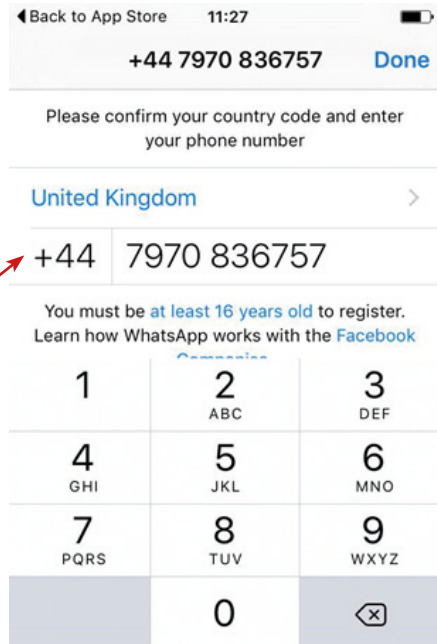


Tap „Allow”



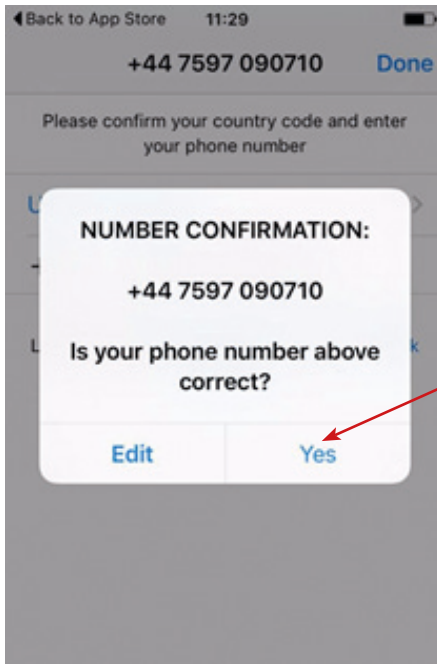
Tap "Allow"

6. Next, the app asks you about your phone number – enter the number.



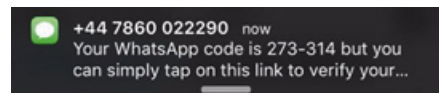
Tap number here

7. Information about verification of number will appear – tap “OK” or “Yes”.



Tap “Yes” or “OK”

8. Question about access to your messages will be asked – please – tap “Continue”, and next “Allow”.



9. Next, the app informs that a verification code has been sent. Write it.

We have sent you an SMS with a code to the number above.

To complete your phone number verification, please enter the 6-digit activation code.

Write it here

1	2 ABC	3 DEF
4 GHI	5 JKL	6 MNO
7 PQRS	8 TUV	9 WXYZ
	0	⌫

10. The next step is writing your name or nick.

Write your name here

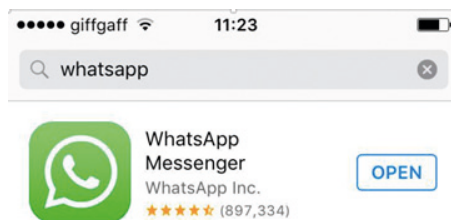


11. When you write your name, please tap “Next” / “Continue”.

Tap here



12. When you tap “Next” the app will be preparing to open – please wait a moment.



13. The WhatsApp is working – well done! Check the screen of your phone; there should be the icon of WhatsApp.

Please match names to icons



camera

TripAdvisor

Google Play

Google Maps

Google Translate

QR Scanner

WhatsApp

Dictaphone / Sound recorder

You should recognise the icons of the application to downloading a new application. Which icon do you use to download a new application on your mobile phone?

a)



b)



c)



d)



e)



What should you use to find and download the new application on your mobile phone?

a)

b)

c)

d)

e)

Annex 8

Every member has to tell their hobby to the other members of the team. Members of the team have to remember all hobbies.

Annex 9

Your task is to figure out the name for your team and your symbol. You have to find a symbol in the area where you are.

Annex 10

Your task is to get three pieces of information (1 piece of information from 3 people) from people you are with during this task (they could be participants in the project).

Annex 11

Your task is to build a tower from things which are around you. The tower should have a height of 50 cm, be built from a minimum of 3 different materials and stand for 30 seconds.

Annex 12

Please sing together a song about friends

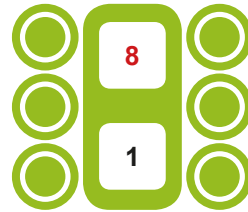
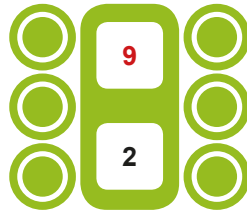
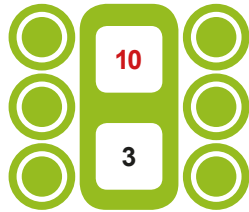
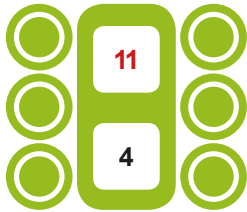
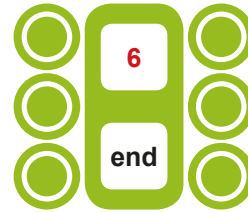
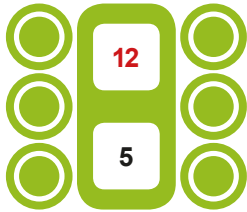
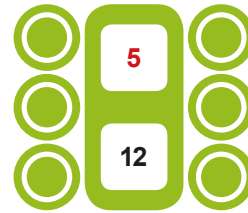
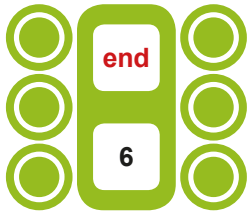
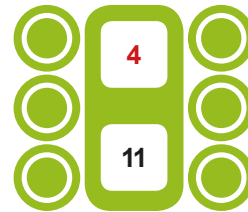
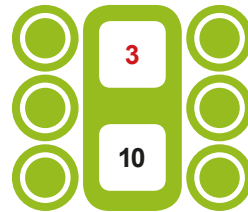
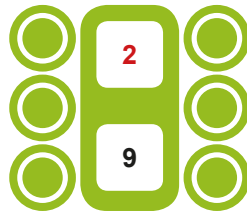
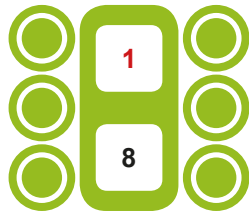


Table of the individual results

Name and surname of the participant of the LoGaSET project:

I																			
II																			
III																			
IV																			
V																			

VI																			
VII																			
VIII																			
IX																			
X																			

SCENARIO 2 – QR CODES

Name of a series of workshops – The acquisition of practical skills related to ICT

Place of execution – park / urban space/building – small close area, where is possible to hang/hide many pieces of paper

Participants in the workshops – senior citizens 60+

Educators – trained educators professionals

Duration of the workshop – max. 120 min

Didactic aids:

- Smartphones with an internet connection
- Annex 1 – Instructions on using the application QR scanner
- Annex 2 – Crossword to fill out
- Annex 3 – Set of on-line visiting cards presenting the educators and researchers; instructions for educators
- A set of QR codes – on the cards numbers according to the crossword should be visible: general address of the website:
<http://logaset.eu/project-staff/>
- Annex 4 – Completed crossword – for educators only
- Document/instructions with the rules of the game and the Conditions for winning
- Stickers
- Ribbons of two different colours

Subject of the game – Nice to meet you

Learning objectives (hidden):

Main objective – Acquiring and improving skills in the use of the application QR Scanner Specific objectives:

Participants:

- Get familiar with the application QR Code Scanner

- Understand the need to use the application to scan QR codes in everyday life
- Learn how to read the information contained in QR codes, and to cooperate in the group

Narrative goal (disclosed to the participants): Solving the crosswords and getting information about the members of the LoGaSET project.

The rules of the educational game:

Participants are still divided into two teams [the division from the first meeting].

Each team goes to the starting point, where they are equipped with the following documents: crosswords to fill out (annex 2); instructions on using the application QR scanner (annex 1); document/instructions with the rules of the game, the scoring system and the conditions for winning.

Participants read the documents and begin searching for cards with the QR codes. The order of finding the locations depends on the decisions of the participants.

After finding a card, participants should scan the QR code and use it to access the website with the online visiting card of an educator, observer or researcher. On this page, the educator presents himself and describes a certain activity/ passion/ hobby, the name of which is a word for the cross-words (annex 2). Participants write the word into the cross-words. Participants use the QR code scanner in equal measure. Important – participants can look for the places independently, but they may take only the cards with the ribbon according to the colour of their team.

Thus, the participants try to solve the crosswords.

IMPORTANT: Participants do not have to find all cards: if they solve the cross-words in advance, they can go to the endpoint.

The educator gives a sticker (normal smiley) for every action performed correctly: (1) using QR code and (2) finding the letter from the password of the crossword. The members of the winning team get a big sticker each.

Condition for winning: scoring more stickers than the opposite team.

Timetable:

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
1. Organisational – ordering activities	The educator welcomes the participants. The teams go to the starting points marked on the map. Each team familiarises with the goals and rules of the educational game.	Discussion	20 min	<p>The division into teams from the previous game. Each team is accompanied by an educator (game master). Each team goes to the starting point, where they are equipped with the following documents: crosswords to fill out (annex 2); a set of QR codes – the cards should show the numbers according to the crossword (annex 3); instructions on using the application QR scanner (annex 1); document/instructions with the rules of the game, the scoring system, and the Conditions for winning.</p> <p>Each educator carries additional documents: a set of QR codes on the cards should be visible numbers according to the crossword (annex 3) in case they disappear from their location (for example taken away by someone). Furthermore, the educator has the instructions for the educators (annex 4), which he never shows to the participants. The educator answers any questions of the participants.</p> <p>IMPORTANT: Educators should previously prepare the location: rolled cards with QR code, bind them with ribbons of different colours (one set for each team) and hang/hide them in the closed area. A good idea is to hang the cards on the trees.</p>

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
2. The game	Participants find the cards, read the QR codes and write words into the crosswords.		55 min	<p>Participants read the documents and begin searching for the cards. The order of finding the locations depends on the decisions of the participants. They may split out to find the cards as soon as possible.</p> <p>After finding a card, participants should scan the QR code and use it to access the website with the online visiting card of an educator. On this web page the educator presents himself/herself and describes a certain activity/passion/hobby, the name of which is a word for the cross-words (annex 2). Participants write the word into the cross-words. Participants use the QR code scanner in equal measure. The educator gives a sticker for every action performed correctly: (1) using QR code and (2) finding the letter from the password of the crossword.</p> <p>Educator accompanies the team all the time.</p>
3. The game: Endpoint	Solving the crosswords.		20 min	<p>Participants try to solve the crosswords.</p> <p>Important: Participants do not have to find all cards: if they solve the cross-words earlier, they can go to the endpoint.</p> <p>If the participants give up trying to look for the rest of the cards, they do not receive stickers for finding them, only for solving the cross-words. If a team finishes first, it receives bonus stickers for it.</p>

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
4. Ending the game	Summing up the points and announcing the winning team.		5 min	Educators count the stickers and announce the winner. The results are written into the table of results.
5. Summary	Each participant talks about what were the most important aspects in the game and evaluates it.	Discussion	5 min	Control task 1 (installation of a healthy shopping (or similar) application) – the cards are handed out with the white side up, the seniors simultaneously turn over the cards and perform the task, the observers measure the time of the control task. Satisfaction questionnaire.

INSTRUCTION FOR PLAYERS

Subject of the game – Nice to meet you

Narrative goal: Solving the crosswords and getting the information about the members of the LOGaSET project

The rules of the educational game:

Participants are still divided into two teams [the division from the first meeting]. Each team goes to the starting point, where they are equipped with the following documents: crosswords to fill out (annex 2); a set of QRcodes on the cards numbers according to the crossword should be visible (annex 3); instructions on using the application QR scanner (annex 1); document/instructions with the rules of the game, and the conditions for winning.

Participants read the documents and begin searching for the locations pointed on the map. The order of finding the locations depends on the decisions of the participants.

After finding a location, participants should scan the QR code and use it to access the website with the online visiting card of an educator, observer or researcher. On this webpage, the educator presents himself/herself and describes a certain activity/ passion/ hobby, the name of which is a word for the cross-words (annex 2). Participants write the word into the crosswords. Participants use the QR code scanner in equal measure. Important – participants can look for the places independently, but they may take only the cards with the ribbon according to the colour of their team.

Thus, the participants try to solve the crosswords.

IMPORTANT: Participants do not have to find all cards: if they solve the crosswords earlier, they can go to the endpoint.

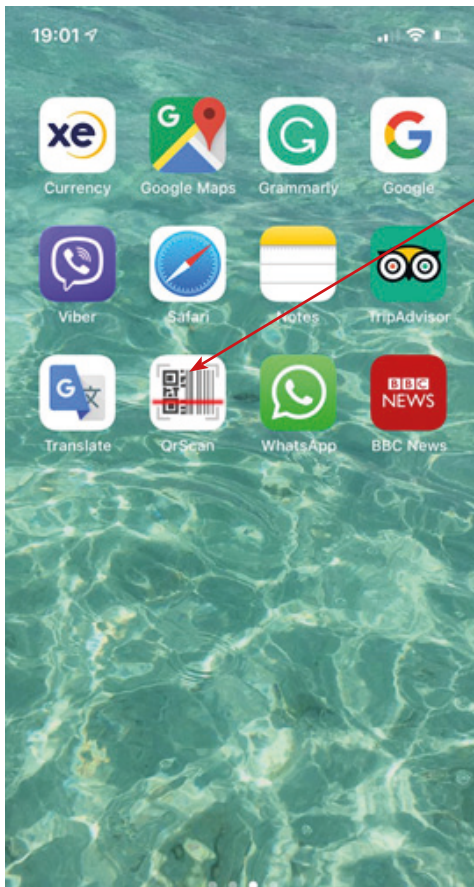
The educator gives a sticker for every correctly done action: (1) using QR code and (2) finding the letter from the password of the crossword. The members of the winning team get a big sticker each.

Conditions for winning: scoring more stickers than the opposite team.

THE INSTRUCTION FOR USING THE QR CODE SCANNER AND READER APP

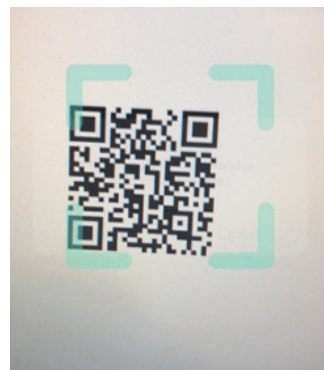
App QR Code Reader and Scanner is used for scanning QR codes, that bring directly to a certain website. This way one can quickly access information related to particular products, films, articles, and in our project – riddles and additional information. How to use the application?

1. Tap the “QR Code Reader” icon

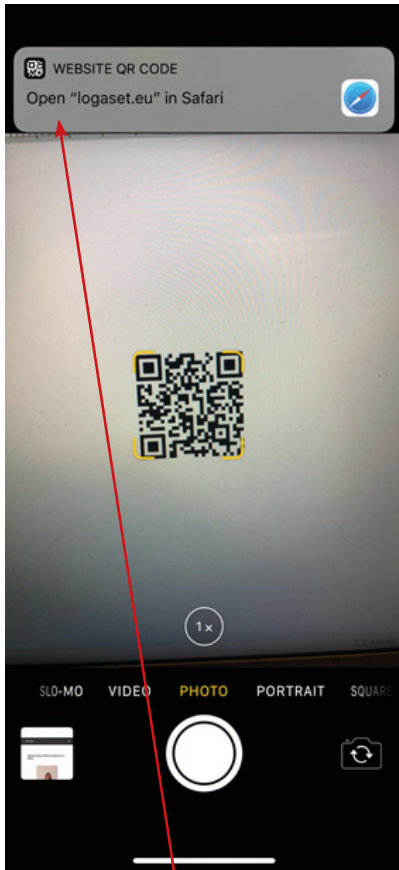


Tap the icon

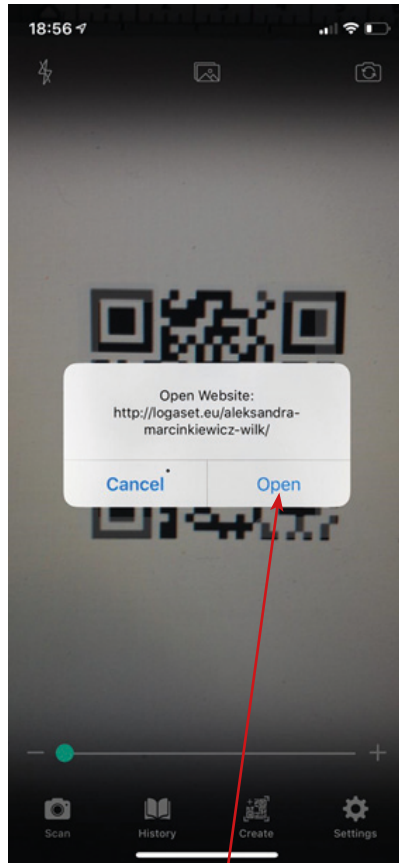
2. Put the frame on the QR code and wait a moment.



3. The App QR Code Reader will direct you to the coded website – touch only „Browse” or “Open” website.



Address of the website to which you will be directed

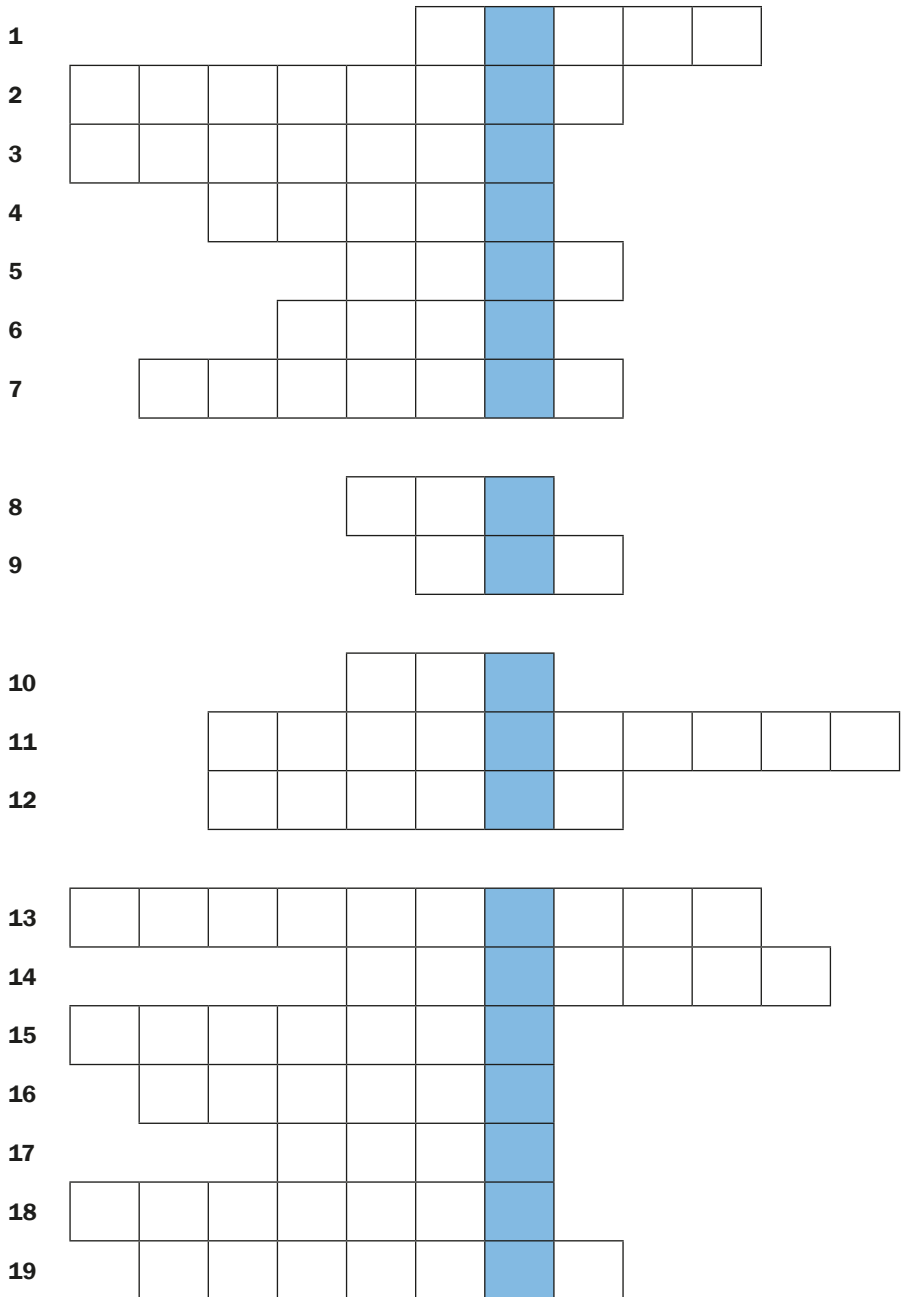


Touch “Browse” or “Open” website

4. Enjoy the site!

Welcome in the “Nice to meet you” game :)

The aim of the game is to find the password (blue cells) in the crossword below:



Suggestion for password: Welcome to the LoGaSET project

1



5



2



6



3
and
19



7



4



8
and
13



9



15



10



16



11



17



12



18



14



SCENARIO 3 – PHOTOGRAPHY

Name of a series of workshops – The acquisition of practical skills related to ICT

Place of execution – urban space (with some cultural objects)

Participants in the workshops – senior citizens 60+

Educators – trained educators professionals

Duration of the workshop – max. 120 min

Didactic aids:

- Smartphones with an Internet connection
- Annex 1 – Description of the location
- Annex 2 – Crosswords
- Annex 3 – Set of QR codes
- Annex 4 – Instructions on taking photos
- Annex 5 – Instructions on sending photos as an attachment to a text message
- Annex 6 – Instructions for educators
- Annex 7 – Map
- Document/instructions with the rules of the game, the scoring system and the conditions for winning
- Stickers

Subject of the game – Cultural city

Learning objectives (hidden):

Main objective – Acquiring and improving skills in creating photographs with the smartphone Specific objectives:

Participants:

- Learn the technique of taking a photo with a smartphone

- Can send a photo attached to a text message
- Understand the need of using applications in everyday life, the need to be open for other participants of the workshop
- Can use applications they are interested in
- Can cooperate in a team

Narrative goal (disclosed to the participants): Solving the crosswords and taking pictures of the letters formed by the participants.

The rules of the educational game:

Participants are still divided into two teams [the division from the first meeting].

Each team goes to the starting point, where they are equipped with the following documents: description of the location (annex 1); crosswords (annex 2); instructions on taking photos (annex 4); instructions on sending photo as an attachment to text message (annex 5); map (annex 7); document/instruction with the rules of the game, the scoring system and the Conditions for winning.

Each team is accompanied by an educator (game master).

Participants read the documents and start searching for the locations shown on the map. The order of finding the locations is up to the decision of the participants.

After finding the location, participants of the games need to find the place shown on the description of the locations (annex 1).

Then, the whole team needs to take a picture with the place in the background. After taking the picture, the team needs to send it as an MMS to the educator. The educator then sends (1) the question for the crosswords (2) tip as a QR code. The team solves the question to the crosswords and can use the tip.

After solving the question and writing the answer in the crossword, the team needs to form the letter with their bodies, takes a photo of the letter and sends it to the educator.

Thus, the participants try to solve the crossword. Important: The participants don't have to visit all location: if they solve the crosswords before, they can go the endpoint, BUT they need to create, photograph and send the pictures of all letters to the educator. In the case of a team resigning to visit any location, the letters from the solving have to be photographed in the endpoint.

Participants get a sticker for each activity: taking a photo of the team on the background of the found location, sending a photo of the team via MMS, using the QR code, guessing the word connected with the location, taking a picture of the letter from the crossword password. The team who first guessed the password and arrives at the endpoint gets large stickers.

Conditions for winning: scoring more points than the opposite team.

Timetable:

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
1. Organisational – ordering activities	The educator welcomes the participants; the teams go to the starting points marked on the map. Each team familiarises with the goals and rules of the educational game.	Discussion	15 min	<p>The division into teams from the previous game.</p> <p>Each team goes to the starting point, where they are equipped with the following documents: description of location (annex 1); crosswords (annex 2); instructions on taking photos (annex 4); instructions on sending a photo as an attachment to a text message (annex 5); map (annex 7); document/instruction with the rules of the game, the scoring system and the conditions for winning. Each team is accompanied by an educator (game master).</p> <p>IMPORTANT: the educator should prepare in advance the questions to the crossword as text messages and QR codes as an MMS, which could be sent to the participants immediately after receiving the photo of the location.</p> <p>The educator carried additional documents: a set of QR codes (annex 3) in case sent QR codes do not work (for example it's not</p>

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
				<p>enough sharp), which he/she gives to the participants in the locations; instructions for educators (annex 6), which they never show to the participants. Participants learn the rules and the educator answers all questions.</p>
2. The game	Participants find the locations shown on the map, take pictures and send MMS.		45 min	<p>Participants read the documents and start searching for the locations shown on the map. The order of finding the locations is up to the decision of the participants. After finding the location, participants of the games need to find the place shown on the description of the locations (annex 1). Then, the whole team needs to take a picture with the place in the background. After taking the picture, the team needs to send it as an MMS to the educator. The educator then sends (1) the question for the crosswords (2) tip as a QR code. The team solves the question to the crosswords and can use the tip. After solving the question and writing the answer in the crossword, the team needs to form the letter using their bodies, take a photo of the letter and send it to the educator. Thus, the participants try to solve the crossword. Important: The participants don't have to visit all locations: if they solve the crosswords before, they can go the endpoint, BUT they need to create, photograph and send</p>

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
				the pictures of all letters to the educator. In the case of a team resigning to visit any location, the letters from the crossword's solution have to be photographed in the endpoint. The educator awards a sticker for each task. Participants can give advice, but they cannot do something for someone on the phone. The educator escorts the team.
3. The game: Endpoint	Completing photos with all letters of the solving of the crosswords.		20 min	The participants try to solve the crossword. Important: The participants don't have to visit all locations: if they solve the crosswords before, they can go the endpoint, BUT they need to create, photograph and send the pictures of all letters to the educator. In the case of a team resigning to visit any location, the letters from the crossword's solution have to be photographed in the endpoint. If a team finishes first, they are awarded a bonus sticker.
4. Ending the game	Summing the points and announcing the winning team.		5 min	Educators count the stickers and announce the winner. The results are written into the table of results.
5. Summary	Each participant talks about what were the most important aspects of the game and evaluates it.	Discussion	5 min	Control task 2 – read the QR code - the cards are distributed with the white side up; the seniors simultaneously turn over the cards and carry out the task. Observers measure the time for completing the control task. Satisfaction questionnaire.

INSTRUCTION FOR PLAYERS

Subject of the game – Cultural city

Narrative goal: Solving the crosswords and taking pictures of the letters formed by the participants

The rules of the educational game:

Participants are still divided into two teams [the division from the first meeting]. Each team goes to the starting point, where they are equipped with the following documents: description of location (annex 1); crosswords (annex 2); instruction of taking photos (annex 4); instruction of sending photo as an attachment to text message (annex 5); map (annex 7); document/instruction with the rules of the game, the scoring system and the Conditions for winning.

Each team is accompanied by an educator (game master). Participants read the documents and start searching for the locations shown on the map.

The order of finding the locations is up to the decision of the participants.

After finding the location, participants of the games need to find the place shown on the description of the locations (annex 1). Then, the whole team needs to take a picture with the place in the background. After taking the picture, the team needs to send it as an MMS to the educator.

The educator then sends (1) the question for the crosswords (2) tip as a QR code. The team solves the question to the crosswords and can use the tip.

After solving the question and writing the answer in the crossword, the team needs to form the letter from its bodies, takes a photo of the letter and sends it to the educator.

Thus, the participants try to solve the crossword. Important: The participants don't have to visit all location: if they solve the crosswords before, they can go the endpoint, BUT they need to create, photograph and send the pictures of all letters to the educator. In the case of a team resigning to visit any location, the letters from the solving have to be photographed in the endpoint.

Participants get a sticker for each activity: taking a photo of the team on the background of the found location, sending a photo of the team via MMS, using the QR code, guessing the word connected with the location, taking a picture of the letter from the crossword password. The team who first guessed the password and arrived at the endpoint gets large stickers.

Conditions for winning: scoring more points than the opposite team.

Description of the location:

MAP POINTS FOR CROSSWORD CLUES – GROUP 2

Point 1. A place where we meet to talk & learn.
Here you'll get the clue for **Answer 4.**



Point 2. Walking from the Tea House to the end of the path.
Here you'll get the clue for **Answer 8 & 9.**



Point 3. Find me near the bicycles; we make a nice cup of tea.
Here you'll get the clue for **Answer 3.**



Point 4. You will find me near a blue Tea House in the park.
Here you'll get the clue for **Answer 2.**



Point 5. On the edge of the park there's a piece of countryside.
Here you'll get the clue for **Answer 1.**



Point 6. Between a farm and tall columns, near the path.
Here you'll get the clue for **Answer 6.**



Point 7. You will find me standing tall near a pub.
Here you'll get the clue for **Answer 10.**



Point 8. In the shadow of tall columns, you will see a sign.
Here you'll get the clue for **Answer 7.**



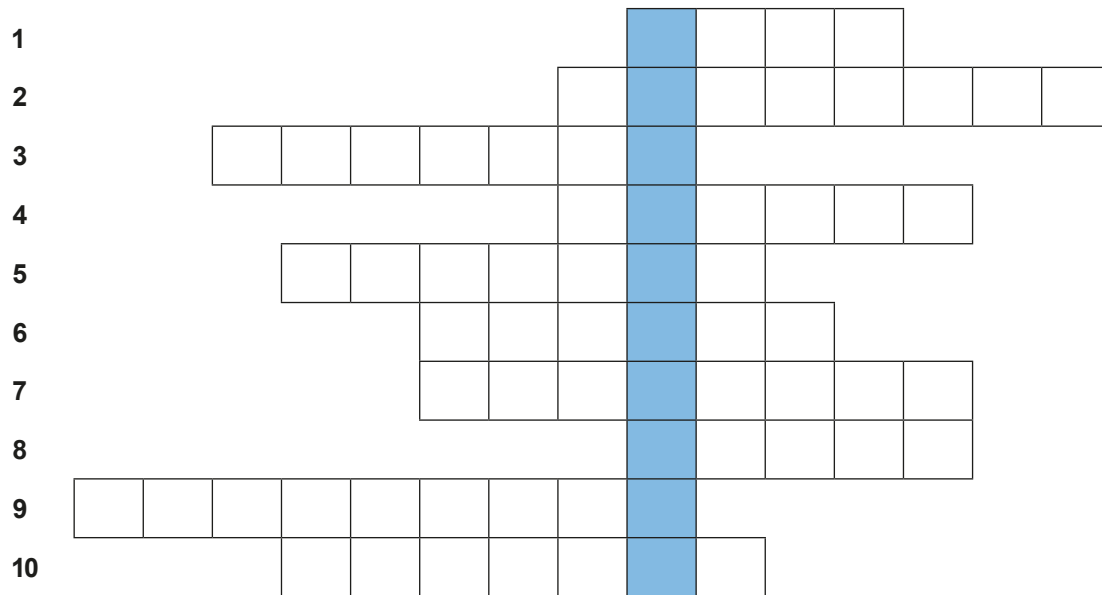
Point 9. On the way back to the farm.
Here you'll get the clue for **Answer 5.**



Point 10. Near little hill I rise from the grass breathing fire.
Here you'll get the clue for the **Hidden Answer!**



YOU FOUND ME! WELL DONE!!!



QR Codes for Crossword Answers

The **Vauxhall City** _____ is home to many animals.

1



Who invented the _____?

2



The **Tea House** _____ is based on an old Victorian Public House.

3



Our course takes place at the **Vauxhall Gardens Community** _____.

4



This plaque was placed here by the _____.

5



This is to marks the **official opening** the _____ Walk.

6



Welcome to Vauxhall _____
Gardens.

Here is where The _____ Walk
in Vauxhall Garden once was

7



8



This was painted by _____.

The artwork on the _____.

9



10

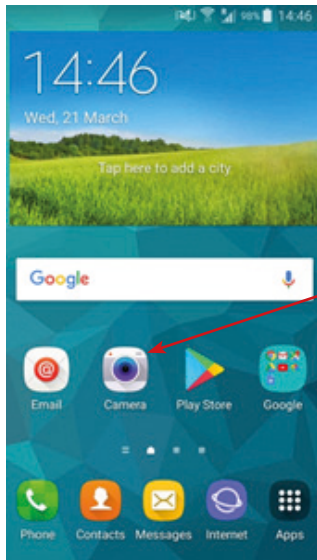


Hidden answer



THE INSTRUCTIONS FOR TAKING PHOTOS USING A SMARTPHONE

1. Find and tap the “camera” icon on the screen of your phone.



Android software



Apple software

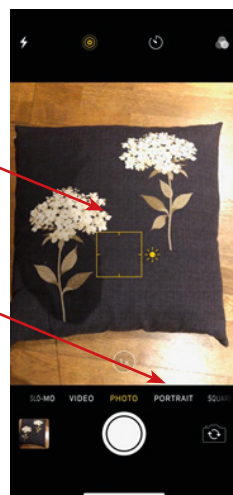
2. Point the camera at the object.

2a. Tap on the screen to improve the focus of the object.

2b. Tap the icon at the bottom of the screen and take a picture.



Android software



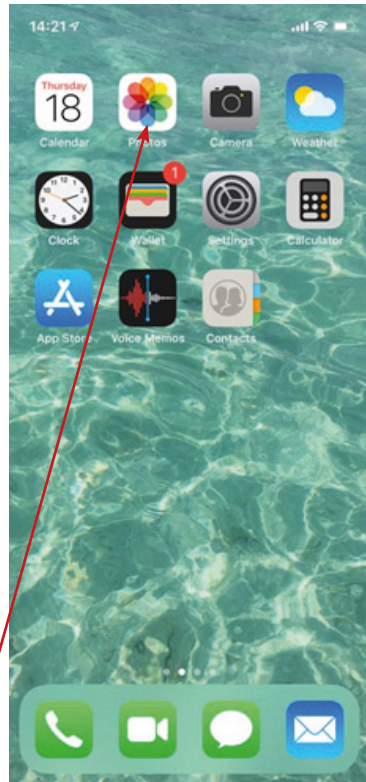
Apple software

THE INSTRUCTION FOR SENDING PHOTOS USING MMS (REGULAR MESSAGE)

1. Find in your mobile phone the icon “Gallery” or “Photos” and tap on it.



Android software



Apple software

Tap here

2. Select the photo you want to send and tap share (Android software) or square with an arrow (Apple software).



Android software



Apple software

Tap here

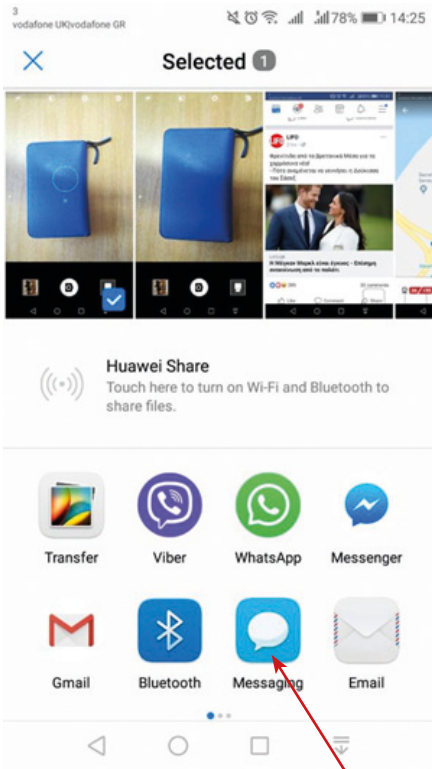


Android symbol for share

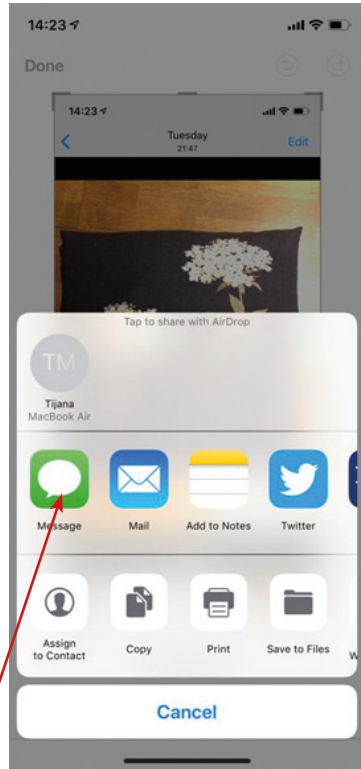


Apple symbol for share

3. Choose the app you would like to use to send the message. In this particular case use MMS message (regular message).



Android software



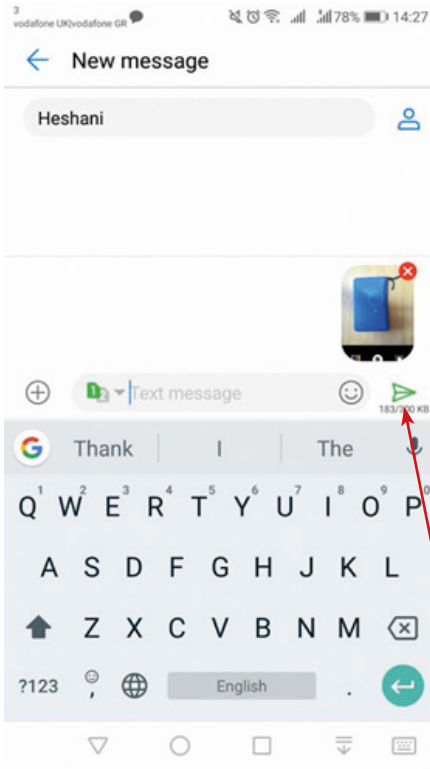
Apple software

Tap here

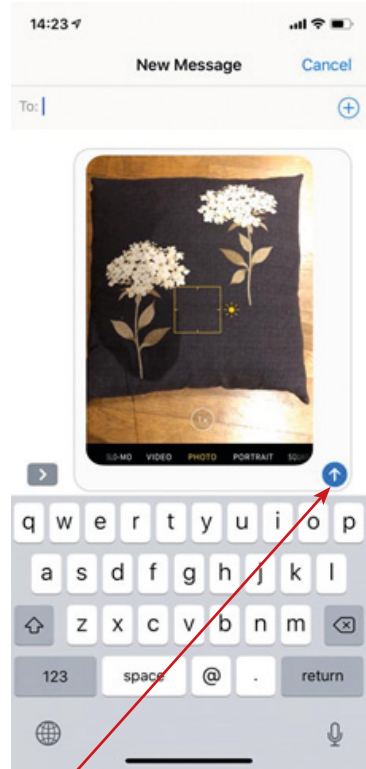
4. Enter the recipient from the contact list or the phone number in case you do not have it in the contact list. Under the photo, you can enter a message and attach an emoticon.

Android software – tap the “Envelope” or “Arrow” icon and send a photo.

Apple software – tap the “Arrow” icon and send a photo.



Android software

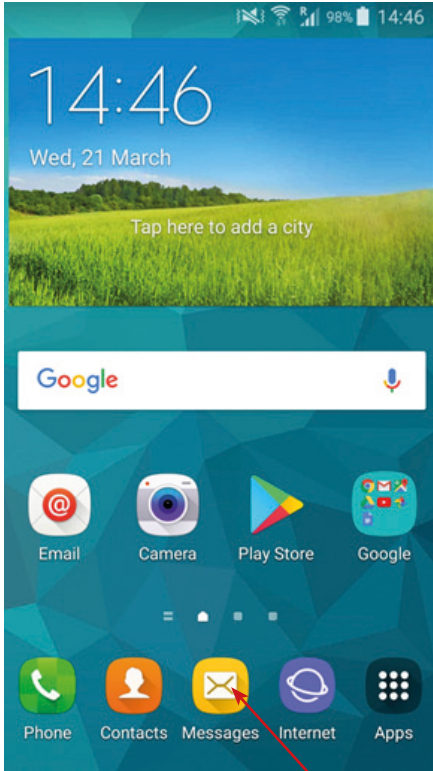


Apple software

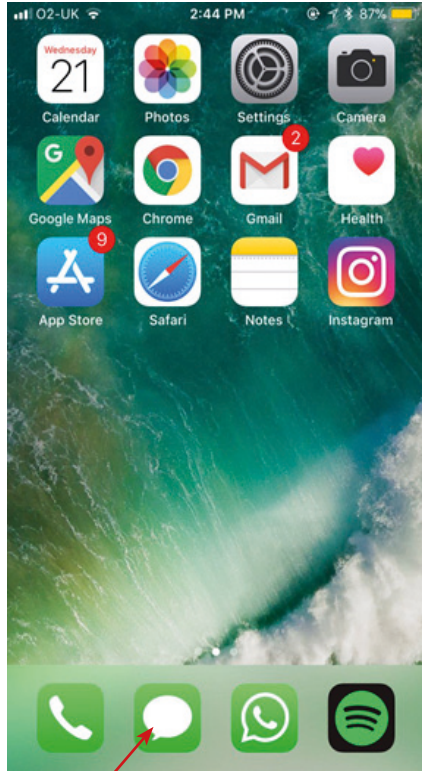
Tap here

THE INSTRUCTION FOR SENDING A PHOTO AS A MESSAGE

1a) **Android** – tap the “Envelope” icon.



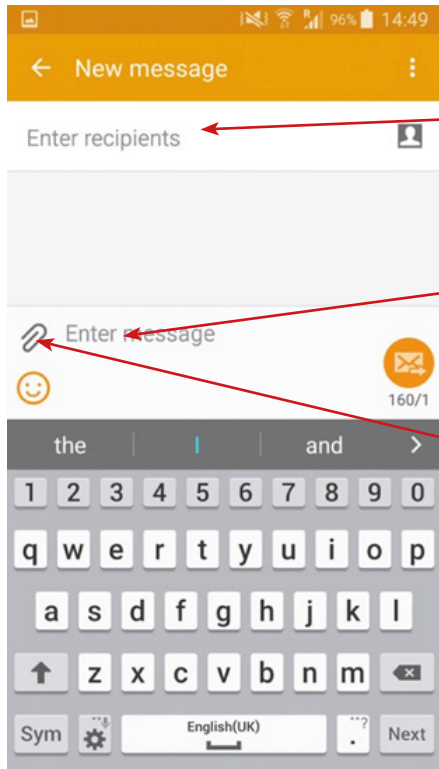
1b) **Apple iPhone** – tap the “Bubble” icon.



Tap here

2a) Android:

- In the field enter the recipients put the name of the person to whom you want to send the photo to find it in the contact
- Tap the “Paperclip” icon.



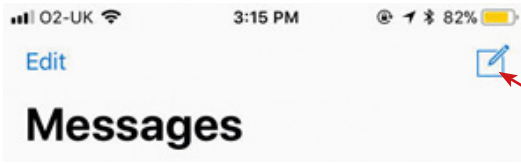
Enter the name or phone number of the recipient

Tap to write

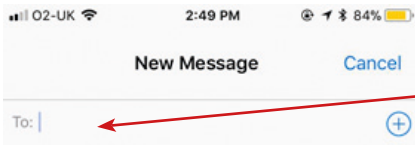
Tap the “Paperclip” icon to add the photo



2b) **Apple** – tap the “Pencil” icon and enter the name of the recipient (1 and 2).

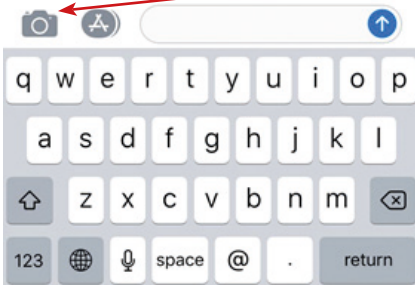


1. Tap here

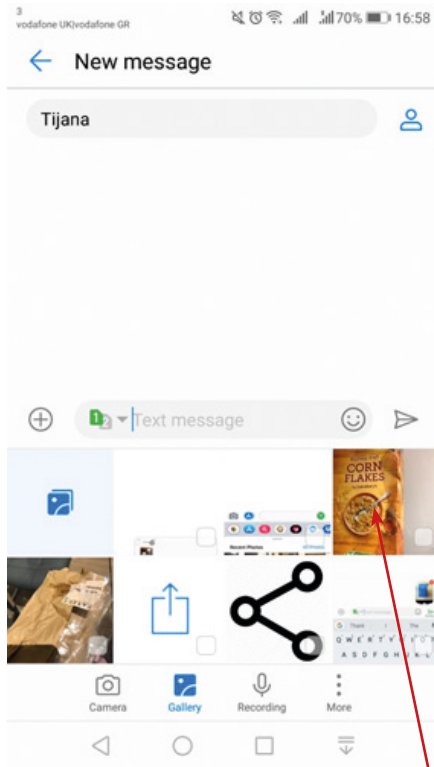


2. Enter the name of the recipient

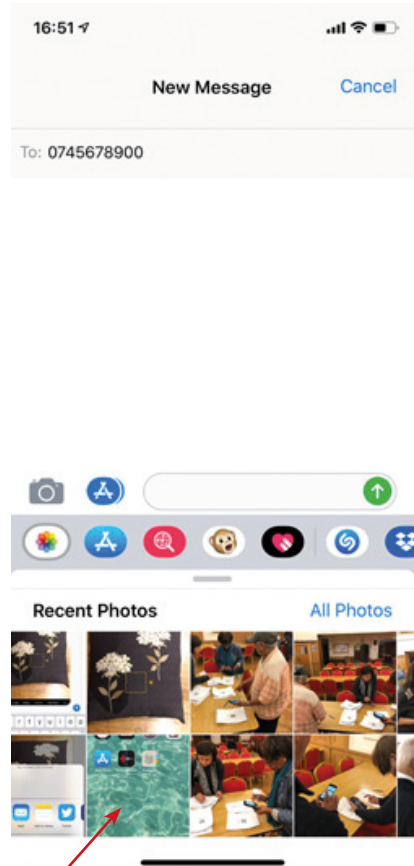
3. Tap the “camera” icon



3a) **Android** – choose the photo you want to send and tap it.

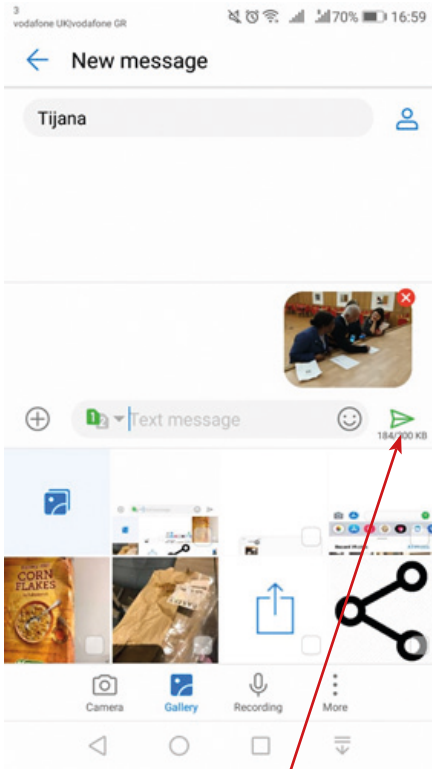


1b) **Apple iPhone** – tap the “Photo” icon.



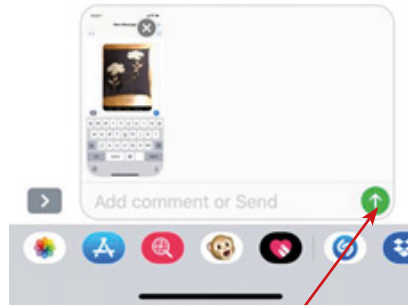
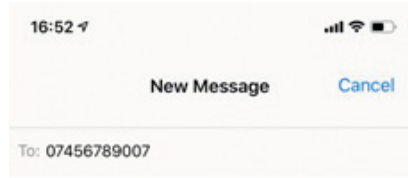
Tap the photo

4a) **Android** – tap the “Envelope” or “Arrow” icon and send the message



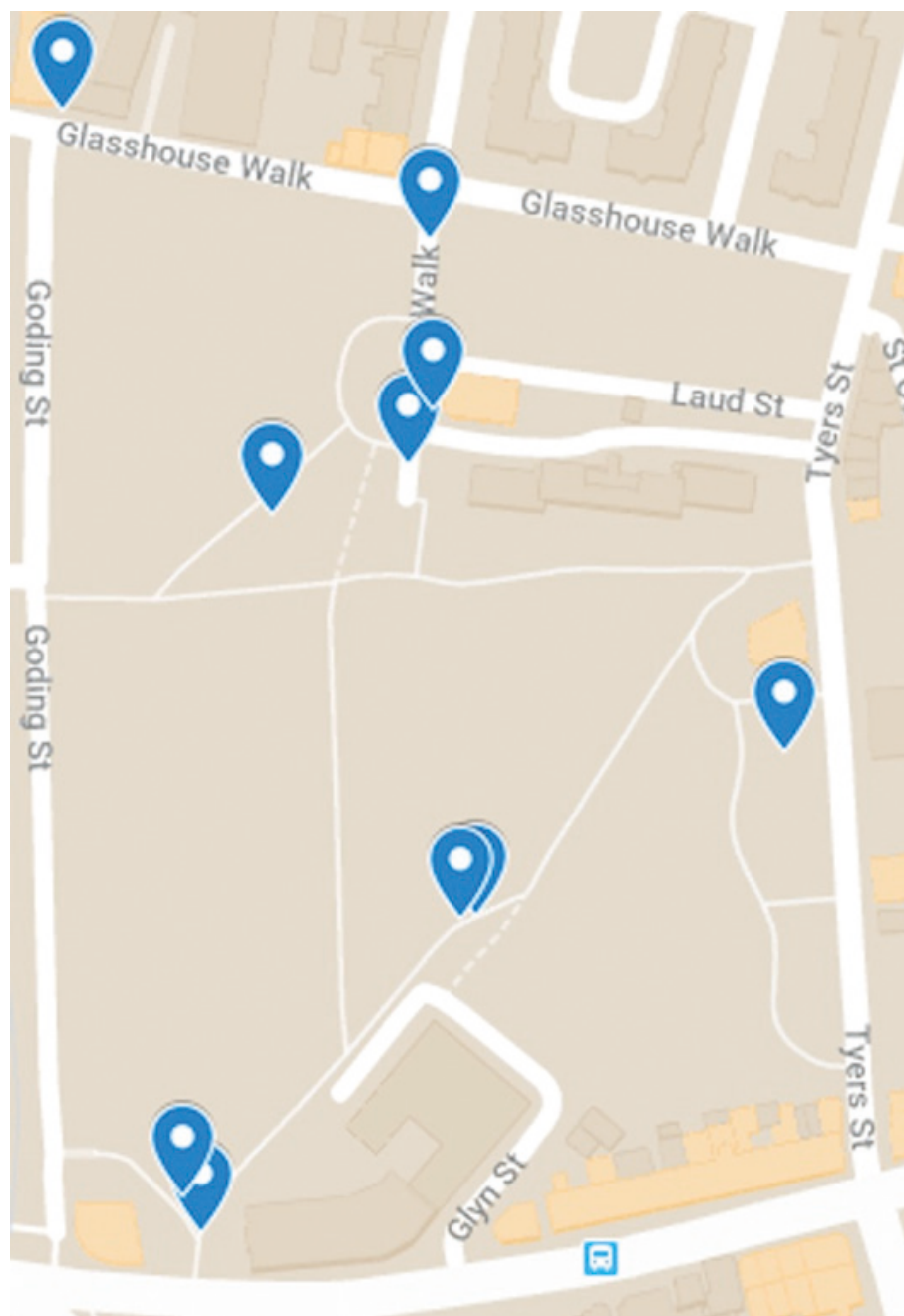
Tap the “Envelope”
or “Arrow” icon

1b) **Apple iPhone** – tap the “Arrow” icon and send the message



Tap the “Arrow” icon

1							F	A	R	M				
2							B	I	C	Y	C	L	E	S
3		T	H	E	A	T	E	R						
4							C	E	N	T	R	E		
5			F	R	I	E	N	D	S					
6					C	H	E	R	R	Y				
7					P	L	E	A	S	U	R	E		
8								G	R	A	N	D		
9	C	A	N	A	L	E	T	T	O					
10				C	O	L	U	M	N	S				



SCENARIO 4 – VIDEO AND AUDIO RECORDING

Name of a series of workshops – The acquisition of practical skills related to ICT

Place of execution – indoors (in a library, cinema) – there should be two small rooms with table and chairs and some inspiring things to be photographed

Participants in the workshops – senior citizens 60+

Educators – trained educators professionals

Time of workshop – 120 min

Didactic aids:

- Smartphones with an internet connection
- Two sets of three dices: (I) traditional cubic dice with 1–6 points, (II) cubic dice with different characters: animal, object, place, emotion, name, food; (III) dice with three types of challenges: photo, movie, audio recorder
- Annex 1 – Instructions for recording a film
- Annex 2 – Instructions for recording audio
- Annex 3 – Table for educators
- Document/instructions with the rules of the game, the scoring system, the narrative goal of the game and the conditions for winning
- Stickers, pieces of paper for voting

Subject of the workshop – Story told with images and sounds Learning objectives (hidden):

Main objective – Acquiring and improving skills for taking photographs, films, and sound recordings

Specific objectives:

- Participant learn where to find the camera / Video camera in the smartphone
- Participant learn where to find the Sound recorder / Dictaphone in the smartphone

- Participants can use a smartphone to record movies
- Participants can use a smartphone to record a voice

Narrative goal (disclosed to the participants): Creating a story with the use of films, photographs and sound recordings.

The rules of the educational game:

Participants are still divided into two teams [the division from the first meeting].

Each team go to the starting point, where they are equipped with the following documents: (1) document/instructions with the rules of the game, the scoring system, narrative goal of the game and the conditions for winning (2) set of three dices; (3) instructions for recording a film (annex 1) and (4) recording audio (annex 2).

Phase I: Gathering materials:

Each member of a team casts all three dices. Then, the same person needs to create something in the form, theme and score value as decided by the dices. For instance, person A casts the dices: (I) 3 points + (II) emotion + (III) photo → person A needs to take a photograph presenting an emotion, to win three points. The whole team helps in achieving this goal (poses for the photo, creates the script, advises in technical matters). If the player does not manage to fulfil the task, the player does not win any points. The players get a small sticker for each point.

Players can achieve an additional bonus (big sticker) for using all possible technologies: a player casts the dice: 1 photo, one film and one audio.

Players can score points for 40 minutes. The more times they cast the dice and create the materials, the more points they score and the more things they create for the second phase of the game.

Phase II. Creating stories:

After gathering the materials, each team needs to create a story with the use of all the materials created in the previous phase (photos, films, audio).

Phase III. Presenting the stories:

In the end, both teams present the created stories to other participants of the game (educators and players of the opposite team). For the quality of the story, each of the watching persons awards the team with a smaller or bigger sticker (in a secret vote).

Conditions for winning: scoring more stickers than the opposite team.

Timetable:

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
1. Organisational – ordering activities	The educator welcomes the participants. The teams go to their room (location). Each team familiarises with the goals and rules of the educational game.	Discussion	15 min	The division into teams from the previous game. The game can be played in two different locations, without moving, players throw the dice and use materials from the location, such as a room in a building Each team is accompanied by an educator (game master); participants: receive: 1 set of 3 dices, instructions on recording a film (annex 1) and recording audio (annex 2), document/instructions with the rules of the game, the scoring system, narrative goal of the game and the conditions for winning; the educator answers all questions of the participants.
2. The game: phase I – gathering materials	Players cast dices and create materials.		40 min	Each member of a team casts all three dices. Then, each person needs to create a material in the form, theme and score value as decided by the dice. For instance, person A casts the dice: (I) 3 points + (II) emotion + (III) photo → person A needs to create a photograph presenting an emotion, to win three points. The whole team helps in achieving this goal (poses for the photo, creates the script, advises in technical matters). If the player does not manage to fulfil the task, the player does not win any points.

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
				<p>Players can achieve an additional bonus (big sticker) for using all possible technologies. For instance, every time a player casts the dice: 1 photo, one film and one audio, the player scores a bonus big sticker. For instance: Person A in this phase of the game casts two times a photo, three times a film, and three times audio → the player gains two bonus big stickers (1 sticker for each set – photo + film + audio). The educator should note the points in the table (annex 3).</p> <p>Players can score points for 50 minutes. The more times they cast the dice and create the materials, the more points they score and the more material they create for the second phase of the game.</p> <p>The educator awards every player for each point, which the player gets by casting the dices and fulfilling the tasks.</p> <p>Participants can help and give advice, but they cannot do something for someone on the phone.</p>
3. The game: phase II – creating a story	Participants create a story from the gathered materials.		20 min	After gathering the materials, each team needs to create a story with the use of the whole material created in the previous phase (photos, films, audio).

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
4. The game: phase III – presenting the story	Each team presents the created story.		30 min	In the end, both teams present the created stories to the other participants of the game (educators and players of the opposite team). The order of presenting is decided by drawing lots (cards with numbers 1 and 2). Each team has 15 minutes for the presentation. The team needs to be informed about this fact. For the quality of the story, each person from audience awards the team with smaller or bigger sticker (in a secret vote).
5. Ending the game	Summing up the points and awarding the winning team.		5 min	The educators count the stickers collected by the teams and announce the winner. The results are written into the table of results.
6. Summary	Each participant talks about what were the most important aspects of the game and evaluates it.		10 min	Control task 3 – selfie – the cards are handed out with the white side up, the seniors simultaneously turn over the notes and carry out the task, the observers measure the time of performing the control task. Satisfaction questionnaire.

INSTRUCTION FOR PLAYERS

Subject of the game – Story told with images and sound

Narrative goal (disclosed to the participants): Creating a story with the use of films, photographs and sound recordings.

The rules of the educational game:

Participants are still divided into two teams [the division from the first meeting]. Each team goes to the starting point, where they are equipped with the following documents: (1) document/instructions with the rules of the game (2) two sets of three dices; (3) instructions for recording a film (annex 1) and (4) recording audio (annex 2).

Phase I: Gathering materials (40 minutes)

Each member of a team casts all three dices. Then, the same person needs to create a material in the form, theme and score value as decided by the dice. For instance, person A casts the dice: (I) 3 points + (II) emotion + (III) photo → person A needs to create a photograph presenting an emotion, to win three points. Important: The whole team helps in achieving this goal (poses for the photo, creates the script, advises in technical matters). If the player does not manage to fulfil the task, the player does not win any points. The players get a sticker for every ten points.

The player gets a small sticker for every point. Players can achieve an additional bonus (big sticker) for using all possible technologies: a player casts the dice: 1 photo, one film and one audio.

Players can score points for 40 minutes. The more times they cast the dice and create the materials, the more points they score and the more material they create for the second phase of the game.

Phase II. Creating stories

After gathering the materials, each team needs to create a story with the use of all the materials created in the previous phase (photos, films, audio).

Phase III. Presenting the stories:

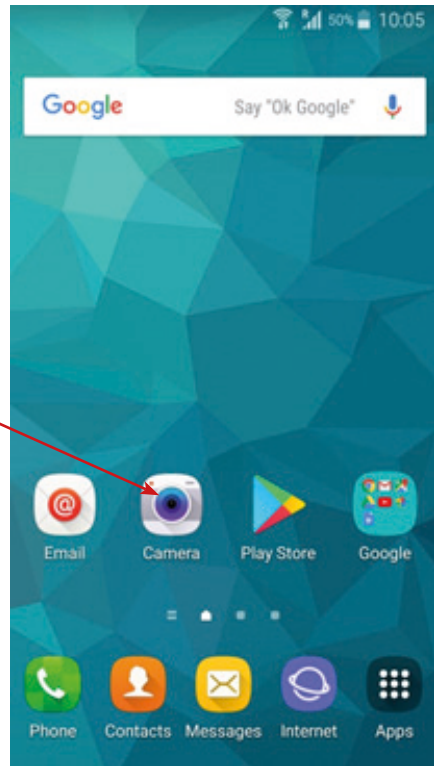
In the end, both teams present the created stories to other participants of the game (educators and players of the opposite team). For the quality of the story, each watching person awards the team with smaller or bigger sticker (in a secret vote).

Conditions for winning: scoring more stickers than the opposite team.

THE INSTRUCTIONS FOR TAKING VIDEOS USING A SMARTPHONE

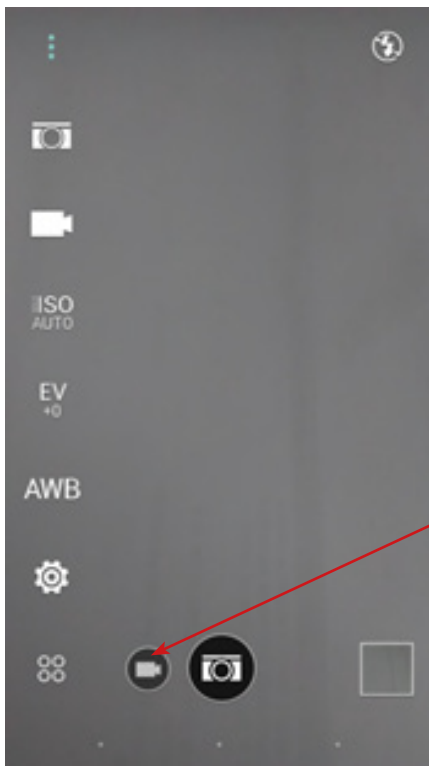
1. To record a video (movie), you have to find the icon of the camera (the same icon to take a photo) on your mobile phone.

Tap here

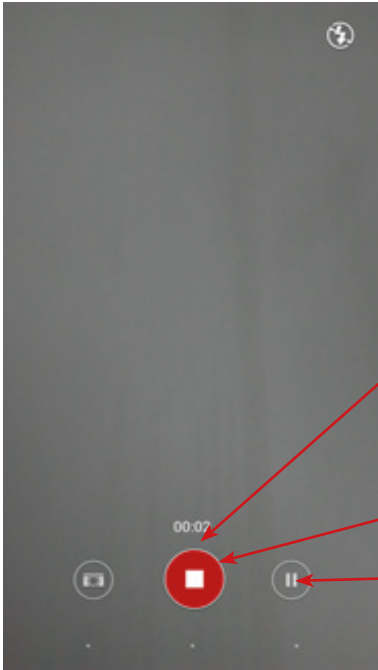


2. To make a video (film) you have to tap the icon of the Video camera.

Tap here to change option from taking photos to record videos



3. You should see that movie is recording. The icon of recording should appear on the screen.

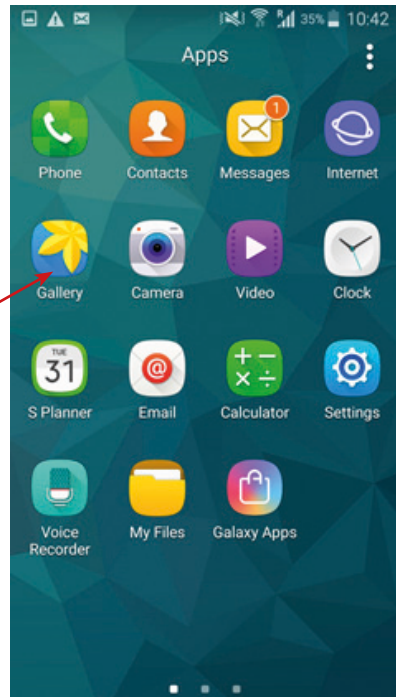


This icon means that movie is recording. Under the red icon or on the top of the screen you can see time

If you want to finish a recording, you should tap the same icon you used to start the recording

If you want to pause the recording tap the icon "Pause"

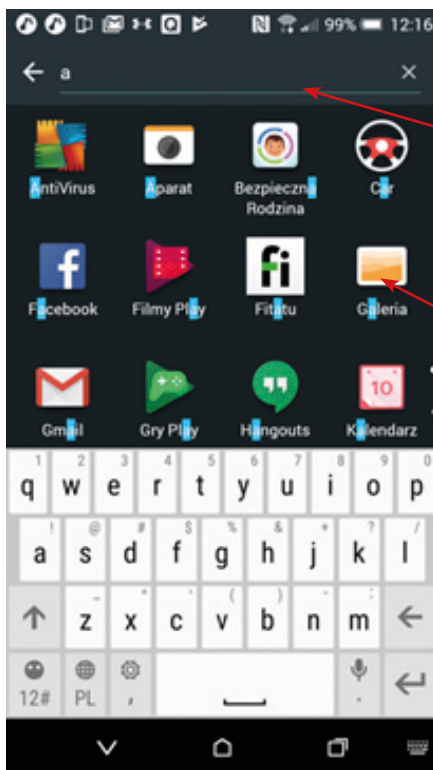
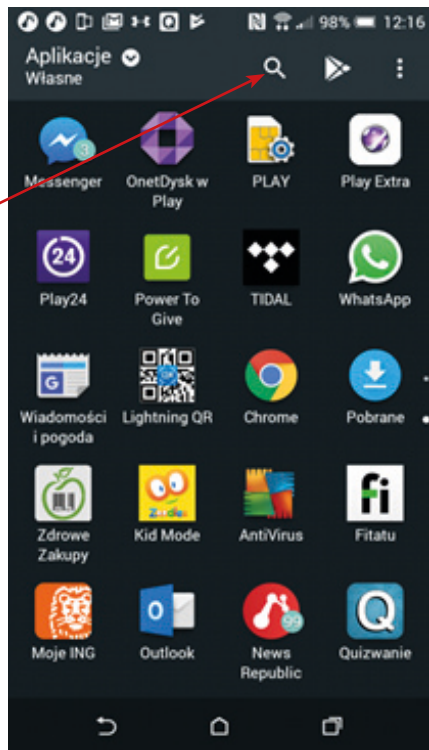
4. You will find your video in the gallery/photos, placed on the screen of your phone.



The icon of the Gallery

5. The icon of the Gallery or Photos you can find by tap in the menu. Next, tap searching and write “Gallery” or “Photos”.

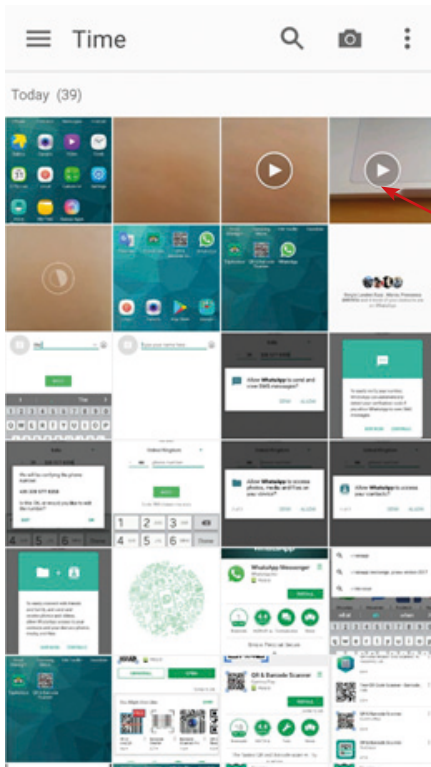
Tap the icon of magnifier to search what you need. When you tap the magnifier, you can write



In this place you can write what you need e.g. gallery or photos. The icons should appear

Here you can see the icon of the Gallery. Please tap on it

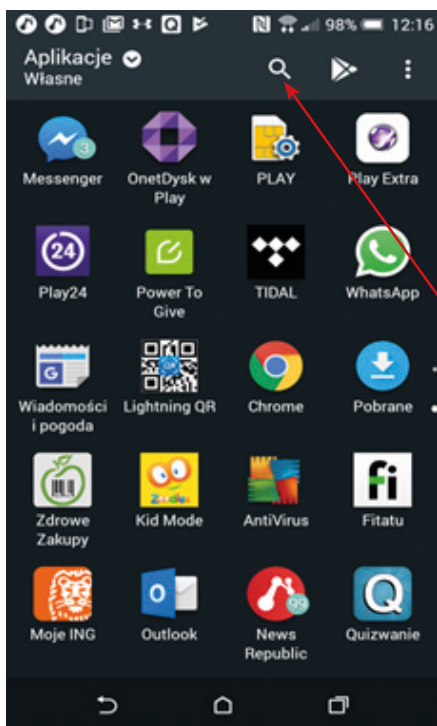
6. In the gallery/photos you can find all your photos and videos. To see a video, tap on it.



This symbol indicates that this is a video

7. Well done, you can record a video, find it and open!

THE INSTRUCTION FOR USING THE DICTAPHONE / VOICE MEMOS / SOUND RECORDER APP



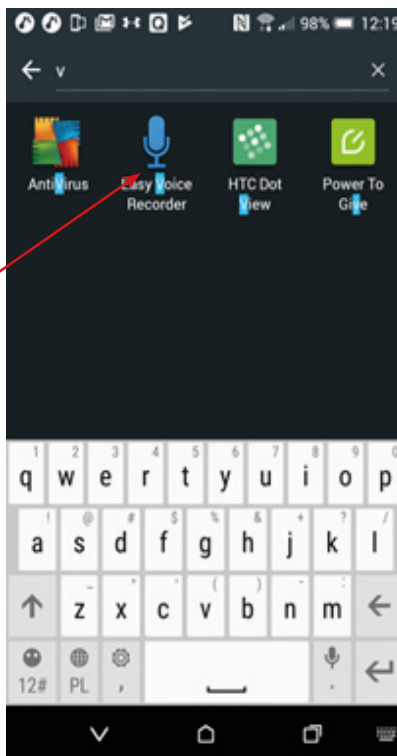
1. To record a sound, you have to find the icon of Dictaphone (Android) or Voice Memos (Apple) on your mobile phone. You can also find them by tap in the menu. Next, tap searching and write “Dictaphone” or “Voice Memos”.

Tap the icon of magnifier to search what you need. If you tap the magnifier you can write

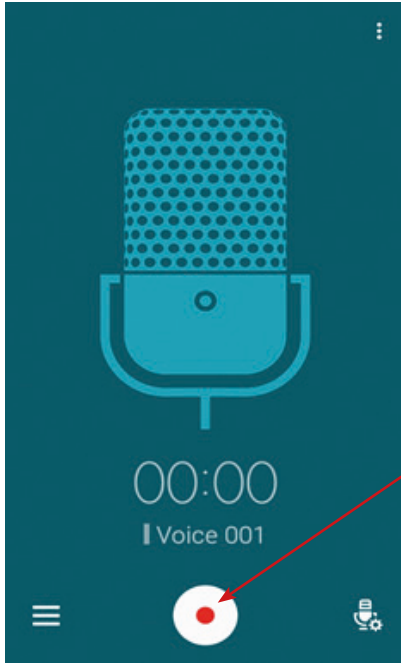


2. You should see a “Dicaphone” or “Voice Memos” icon on the screen. To start recording sounds tap the icon of the microphone

Here you can see an icon of Dictaphone. Please tap on it

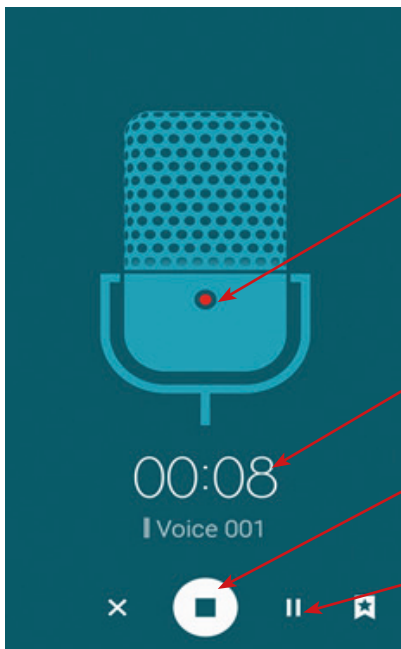


3. You will see that sound is recorded



Tap here to start recording a sound

4. If you want to play a recording tap on record tab.



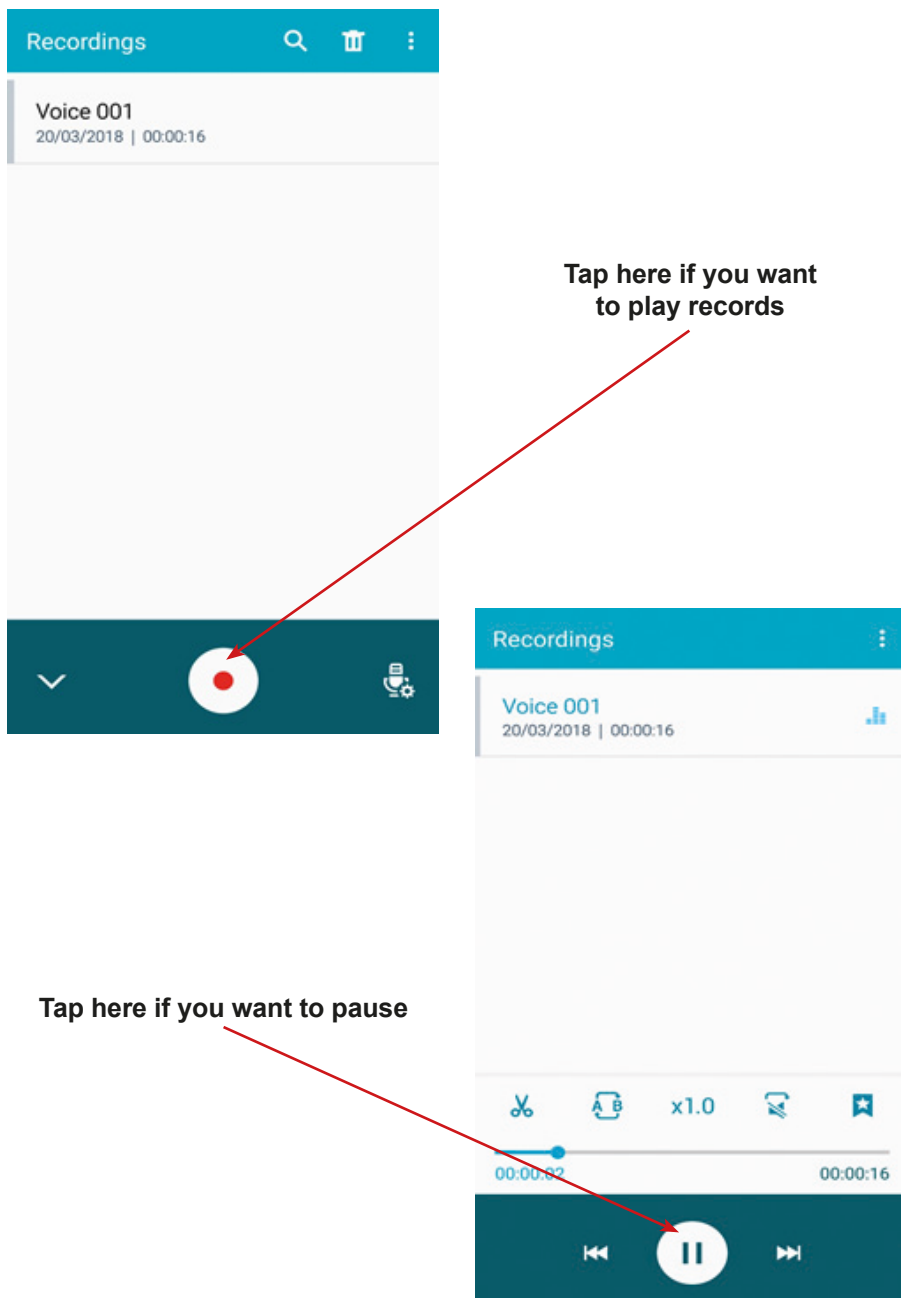
Red light means that sound is recording

Time of recording

Tap here if you want to stop

If you want to pause, tap "II"

5. You should see list of your records. Please chose the record which you want to listen and tap play.



6. Well done – you can record sounds and play records!

Table for educators

Player / activity	Player 1	Player 2	Player 3	Player 4	Player 5	Player 6
Photo						
Movie						
Audio recording						
Score:						

SCENARIO 5 – WHATSAPP

Name of a series of workshops – The acquisition of practical skills related to ICT

Place of execution – indoors – three rooms with two tables and four chairs

Participants in the workshops – senior citizens 60+

Educators – trained educators professionals

Duration of workshop – 120 min

Didactic aids:

- Smartphones with an Internet connection
- Annex 1, 2, 3 – Outline of the fragments of “Places for seniors” – draft
- Annex 5 (for educators) – Complete outline of the draft “Places for seniors”
- Annex 4 – Instructions for using the application WhatsApp
- Document/instructions with the rules of the game, the scoring system, narrative goal of the game and the conditions for winning
- Stickers
- Crayons (6 sets)
- Piece of paper for voting

IMPORTANT: There need to be two sets of the documents and materials, one for each team.

Subject of the game – Place for Seniors – creations with obstacles

Teaching aims (hidden): Learning and improving skills for using the application WhatsApp

Specific objectives:

- Participants learn to recognise the WhatsApp icon
- Participants can find it and open it on their mobile phone

- Participants understand in what situations it is useful to use the application
- Participants can use the application (with different functions) to contact family/friends etc.
- Participants can cooperate in a team

Narrative goal (disclosed to the participants): – Creating a draft “Places for Seniors” and presenting it to the investor

Rules of the game:

Participants are still divided into two teams [the division from the first meeting.

Each team goes to the starting point, where they are equipped with the following documents: instructions on using the application WhatsApp (annex 4); document/instructions with the rules of the game, the scoring system, the narrative goal of the game and the conditions for winning.

Phase I: Creating the fragments of place plan and distant communication

The team becomes constructors/architects; their aim is presenting a draft to the investor. Unfortunately, due to a railway malfunction, the architects cannot meet on time – each team is divided using drawing lots (cards with numbers 1, 2, 3) into three sub-groups. Each sub-group goes into a different location (room), simulating three different railway stations. At the same time, each sub-group has different, partial information. Subgroup 1 has fragment 1 of the outline of the “Places for Seniors” (annex 1) draft. Subgroup 2 has fragment 2 of the outline of the “Places for Seniors” (annex 2) draft. Subgroup 3 has fragment 3 of the outline of the “Places for Seniors” (annex 3) draft. Furthermore, each subgroup gets a set of crayons. The task of each subgroup is the creation (drawing) of all drafts of the “Place for Seniors”. All three projects have to ultimately be as similar as possible. Thus the subgroups need to exchange information. The only possible mean of communication is application WhatsApp. Participants can use any form of communication via WhatsApp, but in the case of photos, they are allowed to send only a picture of a small item, not the entire board. For each successful attempt to communicate with others, a participant scores a small sticker.

Phase II: Comparing the drafts and face-to-face communication

In the second phase sub-groups get to one place and compare the drafted elements of the “Place for Seniors”. They only have little time, as they will soon have to present all the drafts to the investor.

Phase III: Presentation of the drafts

At the end, each team has to present their draft to the other participants (educators and players of the opposite team, who are playing the role of investors). The quality of the draft is measured with features such as: beauty, and fidelity of the “Place for Seniors”. Each investor can award smaller or bigger stickers (in a secret ballot) for each feature.

Conditions for winning: scoring more stickers than the opposite team.

Timetable:

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
1. Organisational – ordering activities	The educator welcomes the participants. The teams go to the starting points. Each team familiarises with the goals and rules of the educational game. Dividing each team into sub-groups.	Discussion	15 min	The division into teams from the previous game. Each team is accompanied by an educator (game master). Each team goes to the starting point, where they are equipped with the following documents: instructions on using the application WhatsApp (annex 4); document/instructions with the rules of the game, the scoring system, narrative goal of the game and the conditions for winning. The educator resolves the doubts of the participants.
			10 min	The team becomes constructors/architects. Their aim is to present the draft of the “Place for seniors” to the investor. Unfortunately, due Subgroup 1 has fragment 1 of the outline of the “Places for Seniors” (annex 1) draft. Subgroup 2 has fragment 2 of the outline of the “Places for Seniors” (annex 2) draft. Subgroup 3 has fragment 3 of the outline of

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
				<p>the “Places for Seniors” (annex 3) draft. Furthermore, each subgroup gets a set of crayons.</p> <p>The groups should be in such locations so that they cannot hear or see each other, but they would have access to the educator. The helpers can be used or set a neutral location in which the educator can be reached at all time.</p>
<p>2. The game: phase I – creating the draft and distant communication</p>	<p>Drawing by each sub-group three drafts of “Place for Seniors” with the use of application WhatsApp as the only means of communication.</p>		<p>55 min</p>	<p>The task of each subgroup is drawing the “Place for Seniors”. Every subgroup has partial information about this place. All three projects have to ultimately be compared to each other. Thus the subgroups need to exchange information. The only possible means of communication is the application WhatsApp. For each successful communication attempt, a participant scores a sticker. The educator awards stickers for each task. He/she awards stickers after checking the task on the phone of each participant. Participants can give advice, but they cannot do something for someone on their phone.</p>
<p>3. The game: phase II – comparing each other’s drafts and face-to-face communication</p>	<p>Subgroups reunite as a team, and the participants compare each other’s drafts.</p>		<p>10 min</p>	<p>In the second phase sub-groups get to one place and compare the drafts of the “Place for Seniors”. They have only a little time, as they will soon have to present the whole drafts to the investor.</p>

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
4. The game: phase III – presenting the place plan	Each team presents their drafts.		15 min	In the end, each team has to present their draft to the other participants (educators and players of the opposite team, who are playing the role of investors). Drafts should be presented in the same place. Educators should also display the full outline of the draft (annex 5). The quality of the “Place for Seniors” is measured with features such as: beauty and fidelity of the draft, each investor can award smaller or bigger stickers (in a secret ballot) for each feature.
5. Ending the game	Summing up the points and announcing the winning team.		5 min	The educators count the stickers from the cards and announce the winner. The results are written into the table of results.
6. Summary	Each participant talks about what were the most important aspects of the game and evaluates it.	Discussion	5 min	Control task 4 – a short audio recording advertising the created “Place for Seniors” – the cards are handed out with the white side up, the seniors simultaneously turn over the cards and perform the task, the observers measure the time of the control task. Satisfaction questionnaire.

INSTRUCTION FOR PLAYERS

Subject of the game – Place for Seniors – creations with obstacles

Narrative goal: Creating a draft „Places for Seniors” and presenting it to the investors

Rules of the game:

Phase I: Creating the fragments of place plan and distant communication

The team becomes constructors/architects. The aim is to present drafts to the three independent investors. Unfortunately, due to a railway malfunction, the architects cannot meet on time – each team is divided using drawing lots (cards with numbers 1, 2,3) into three sub-groups. Each sub-group goes into a different location (room), simulating three different railway stations. At the same time, each sub-group has different, only partial information. Subgroup 1 has fragment 1 of the outline of the “Places for Seniors” (annex 1) draft. Subgroup 2 has fragment 2 of the outline of the “Places for Seniors” (annex 2) draft. Subgroup 3 has fragment 3 of the outline of the “Places for Seniors” (annex 3) draft. Furthermore, each subgroup gets a set of crayons.

The task of each subgroup is the creation (drawing) of drafts of the “Place for Seniors”. All three projects have to ultimately be as similar as possible. Thus the subgroups need to exchange information. The only possible means of communication is the application WhatsApp. For each successful communication attempt, a participant scores a small sticker. Teams can upload photos, but only fragments of the board containing a single element.

Phase II: Comparing the drafts and face-to-face communication

In the second phase sub-groups get to one place and compare the drafted elements of the “Place for Seniors”. They have only a little time, as they will soon have to present all the drafts to the investors.

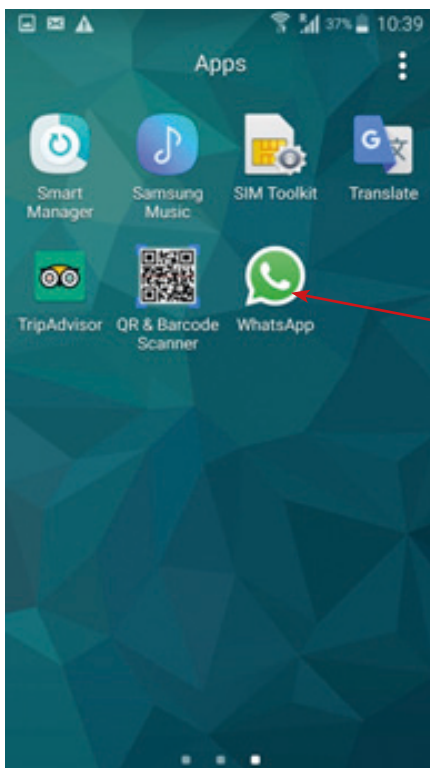
Phase III: Presentation of the drafts

In the end, each team has to present their drafts to the other participants (educators and players of the opposite team, who are playing the role of investors). The quality of the draft is measured with features such as: beauty, and fidelity of the “Place for Seniors”, each investor can award smaller or bigger stickers (in a secret ballot) for each feature.

Conditions for winning: scoring more stickers than the opposite team.

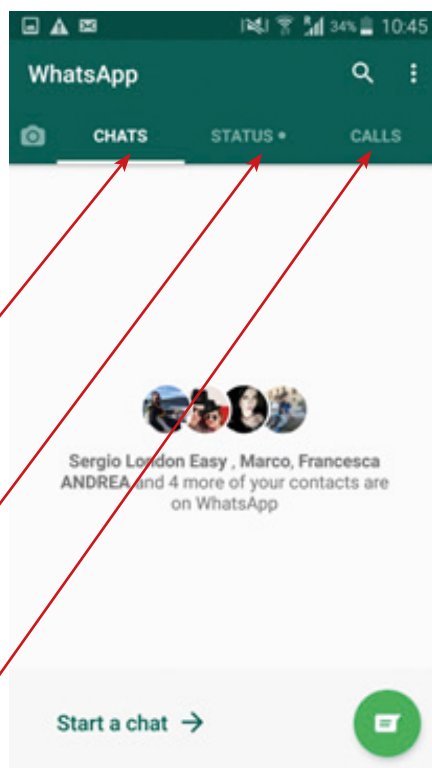
THE INSTRUCTION FOR USING THE WHATSAPP APP

1. Find the icon of WhatsApp on your mobile phone screen



Tap on the "WhatsApp"

2. WhatsApp taskbar (Android) / Apple iPhone has the same taskbar, but on the bottom of the screen.

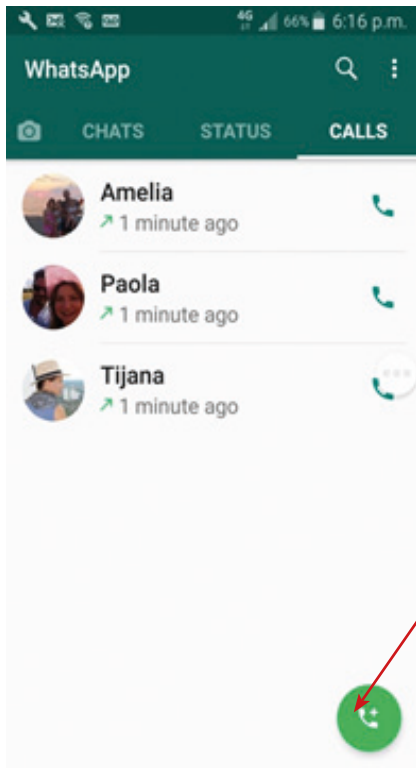


Tap "Chats" – if you would like to send a message to somebody, as well as share photos, videos or audio recordings

Tap "Status" – if you would like to add your photo and write what do you think (everybody will be able to see it)

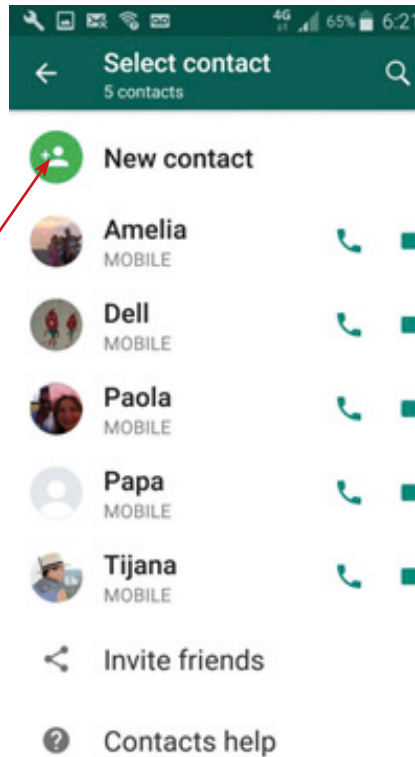
Tap "Calls" form the taskbar if you want to call to somebody

3. Adding a new contact. Chose “Calls” or “Chats” from the task bar and tap on the green icon.

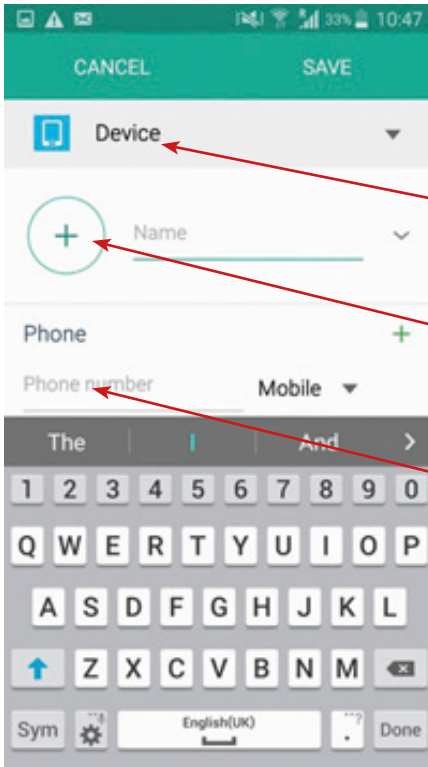


Tap here

4. List of contacts should be opened. Please tap on the icon to add a new contact



Tap here to add a new contact



5. Add a new contact. First write a name of the new contact and add a number. Next tap “Save” on the top to accept.

Save the new contact (when you add name and number)

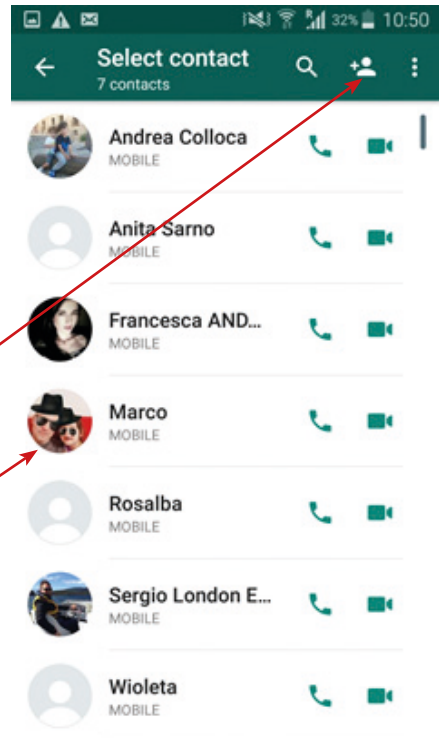
Write a name of the new contact here

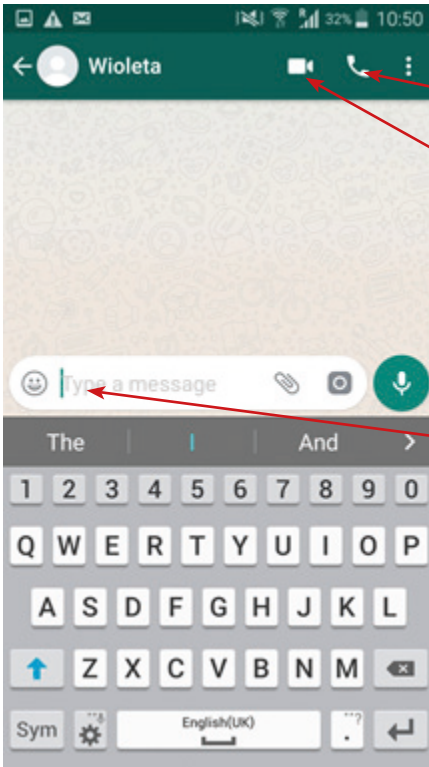
Write a number of the new contact here

6. To send a message, go to the option “Chat” on the taskbar. Then find a person (contact) to whom you want to send a message. The magnifier – search can help you to find the right person.

Tap here to find a contact

You can choose person from the list and tap on the contact. The window for chatting should be opened





7. To send a message.

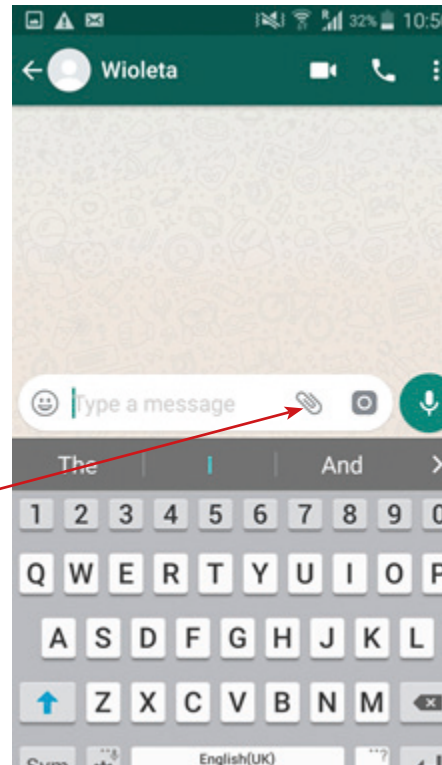
Tap here to call to this person

Tap here to call with video this person

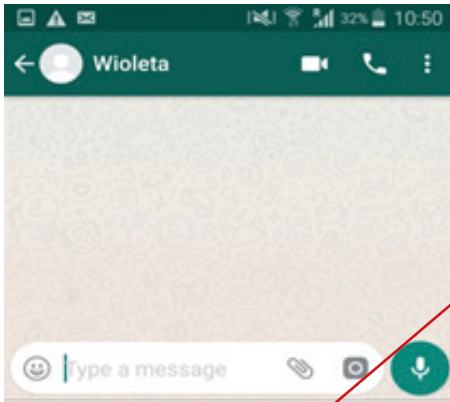
You can write your text here and tap arrow to send the message



8. Sending attachments (photos, movies, sounds).



If you want to add photos, movies or audios tap the "Paperclip"

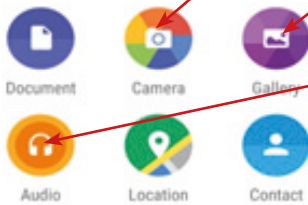


9. Choose the source or media of the file you would like to send.

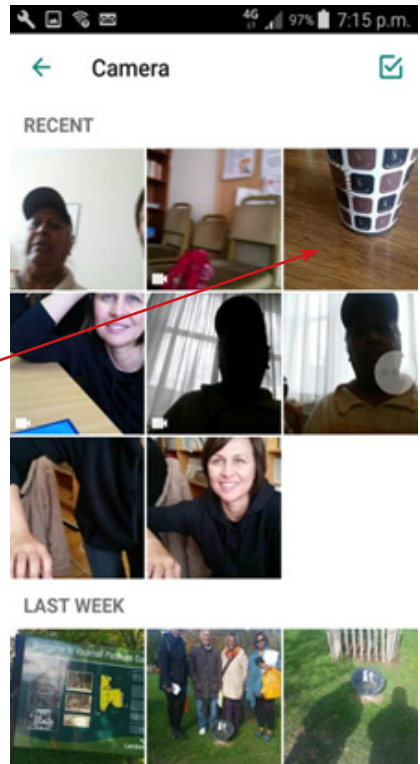
If you want to take a picture or record video now, tap here

If you want to add photos or movies that are in your gallery, tap here

If you want to record a sound tap here

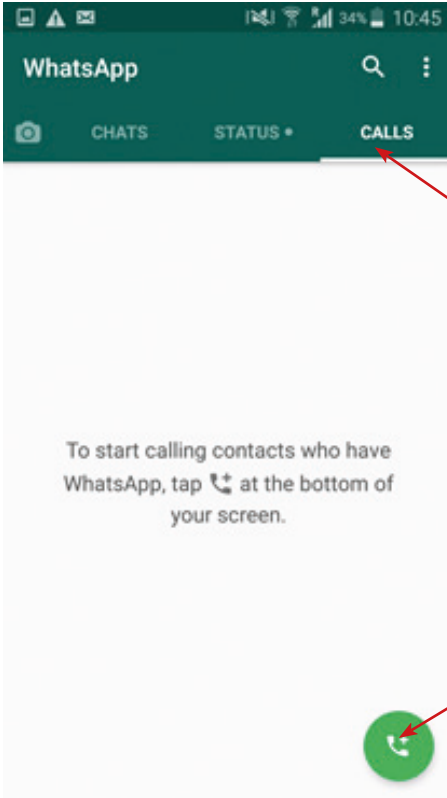


10. If you add a movie or photo from the gallery, the window of the gallery should be opened. Please choose the right file and tap photo or movie, and then the green arrow to send.



If you want to record a sound tap here

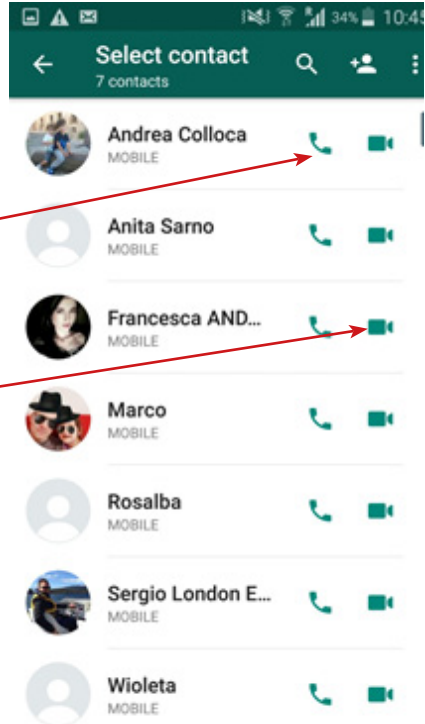




11. To call, tap the “Calls” on the taskbar and choose the right person (from the list or by using the magnifier).

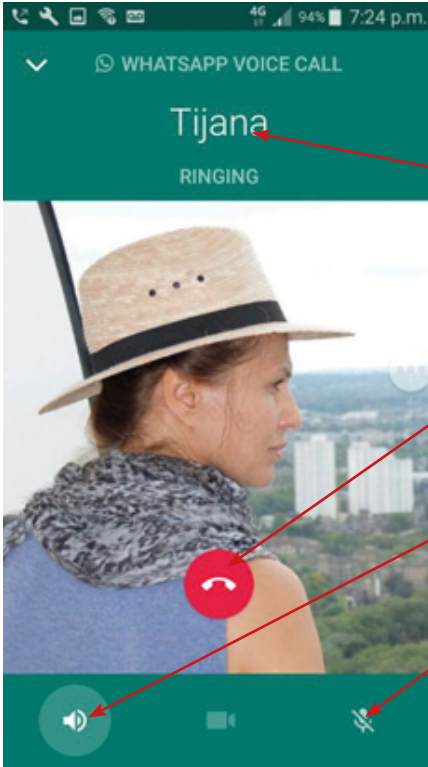
Tap “Calls”

Tap here to open the contact list



Tap here to call somebody (without video) – option “A”

Tap here to have video – conversation – option “B”



12. Option “A”– Calling to somebody.

This is how a window looks like when you call someone

Name of contact

Tap here if you want to finish a call

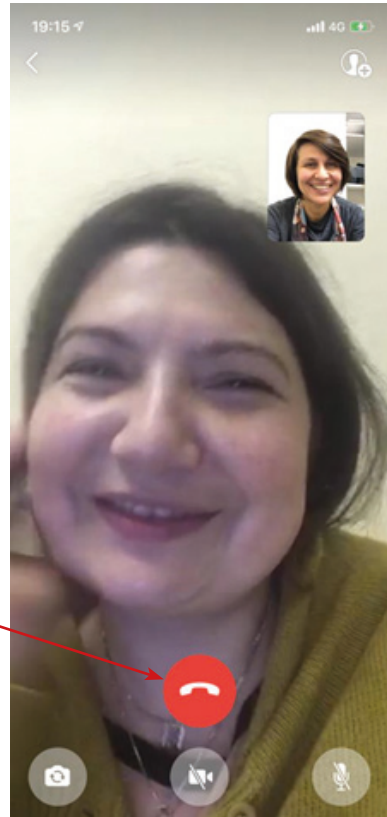
Tap here to turn on the speaker

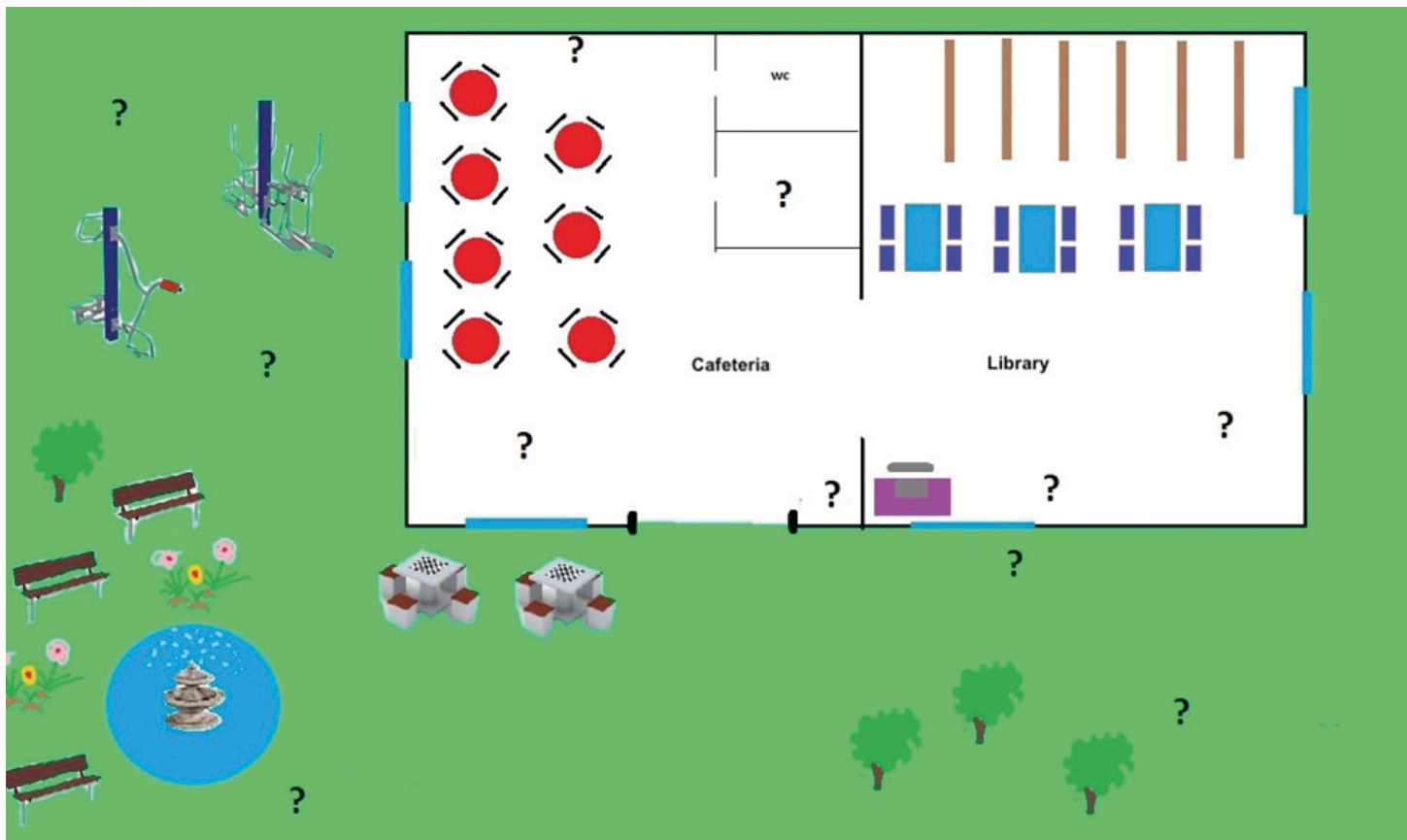
Tap here to mute

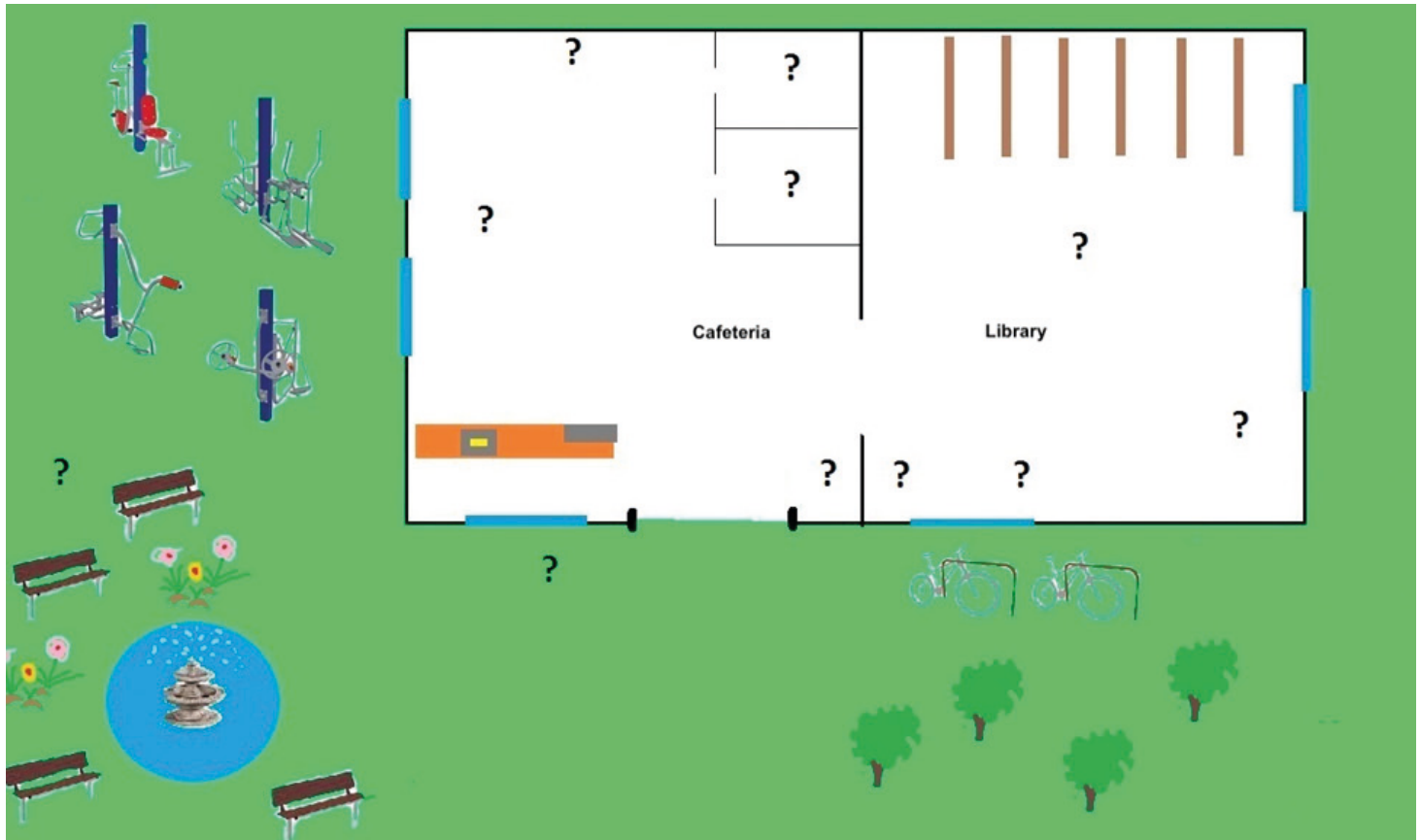
13. Option “B” – Video conversation

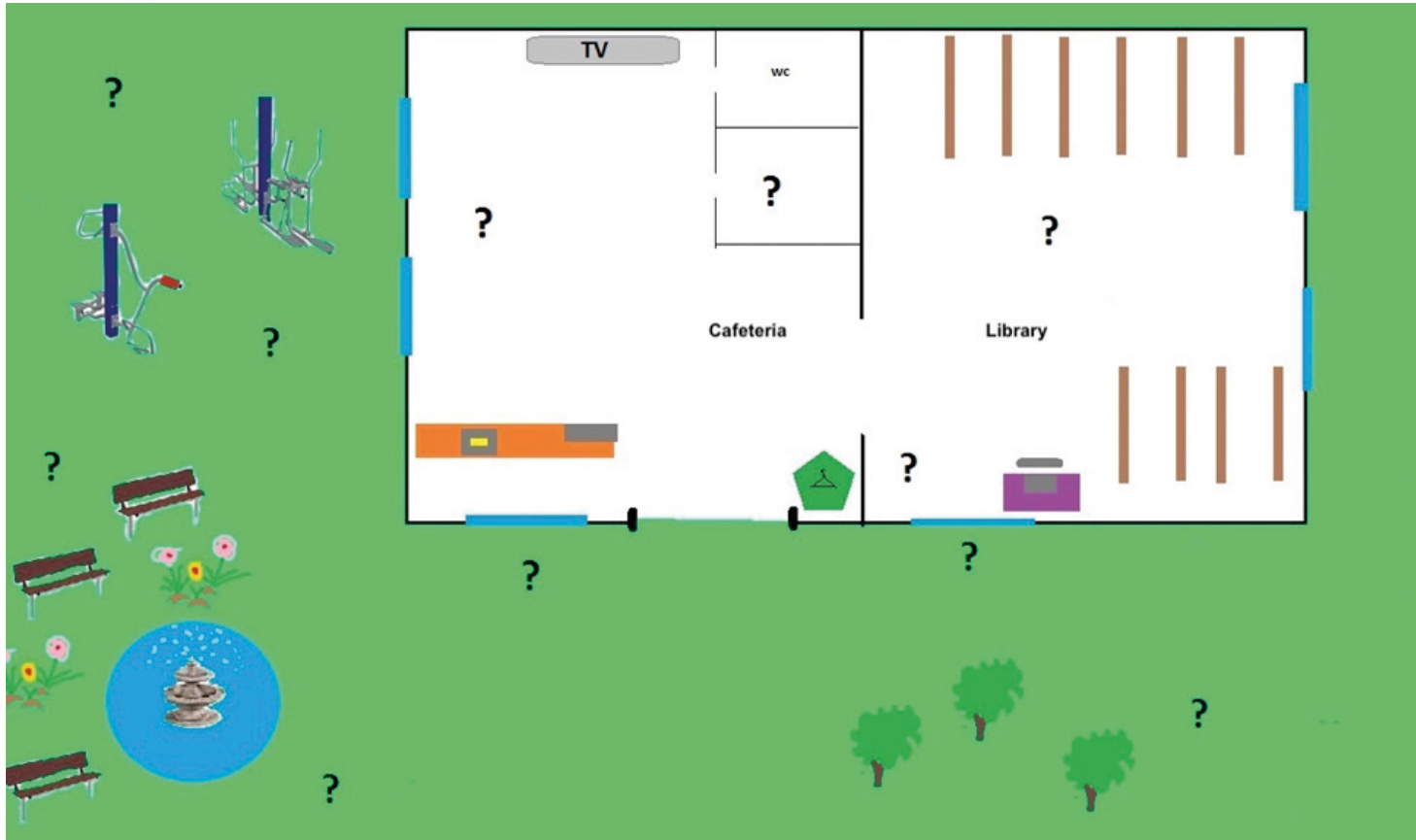
This is how a window looks like when you call someone

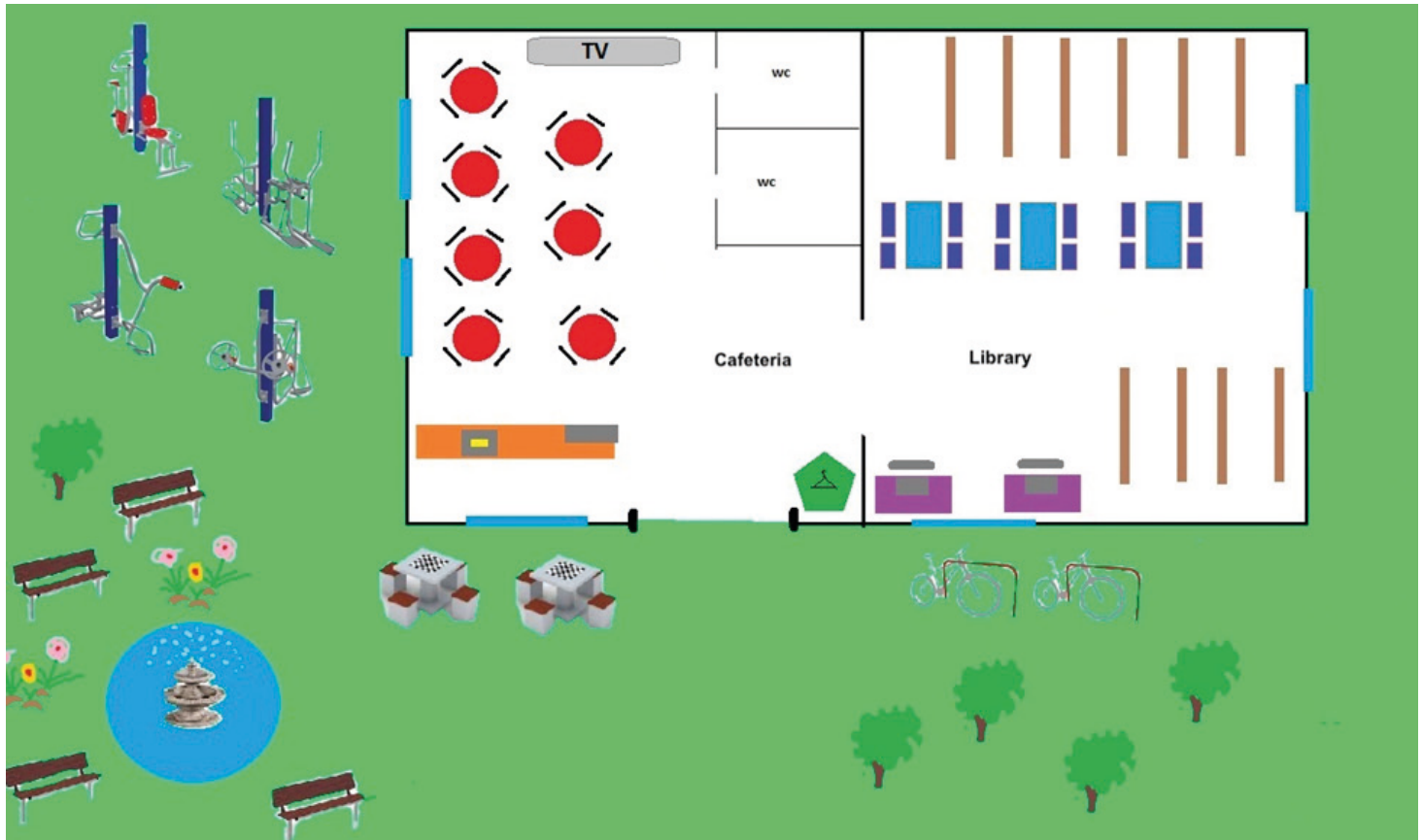
Tap here if you want to finish a call











SCENARIO 6 – GOOGLE MAPS

Name of a series of workshops – The acquisition of practical skills related to ICT

Place of execution – urban space (area with some handicraft workshops or some shops – real addresses with cooperating people)

Participants in the workshops – senior citizens 60+

Educators – trained educators professionals

Duration of the game – 120 min

Didactic aids:

- Smartphones with an internet connection
- Annex 1 – List of addresses of locations to find
- Annex 2 – Instructions for using Google Maps
- Annex 3 (for the owners of the locations) – 15 cards with printed information
- Document/instructions with the rules of the game, the scoring system, narrative goal of the game and the conditions for winning
- Stickers

IMPORTANT: There need to be two sets of aids, one for each team. The subject of the game – Who killed the tailor? – routes of detectives

Main objective – review and improvement of the use of the Google Maps

Specific objectives:

- To learn the similarities and differences when using a printed map and Google Maps navigation
- To understand the need for the use of navigation in everyday life
- To be able to read information from Google Maps, to map a route, to be able to cooperate in a group

Narrative goal: To find the answer for the question: Who killed the Tailor?

Rules of the game:

Participants are still divided into two teams [the division from the first meeting].

Each team goes to the starting point, where they are equipped with the following documents: list of addresses of real locations to find (start point and 5 locations with the tips, endpoint), possible to find in Google Maps (annex 1); instructions of using Google Maps (annex 2); document/instruction with the rules of the game, the scoring system, narrative goal of the game and the Conditions for winning.

Phase I: Gathering tips

Each team plays the role of detectives; their task is to find the answer to the riddle: Who killed the Tailor? To achieve this, each team has to interrogate owners of the locations mentioned on the list of the addresses (annex1) and gather 15 tips – three from each location. Each team has to find the location using Google Maps. Each person, who uses Google Maps to find the location scores a small sticker. Each part of the route should have its Leader, who is chosen by the team. If each part is led by a different leader, the team gets a bonus sticker. Important: solving the riddle is possible only after getting all 15 tips.

Phase II: Finding the killer

In the last location participants of the team analyse the tips and find out who killed the tailor. The team solving the puzzle first will receive big stickers.

Conditions for winning: scoring more points than the opposite team.

Timetable:

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
1. Organisational – ordering activities	Welcoming the participants, getting teams to the start points, familiarising the participants with the rules of the game.	Discussion	15 min	<p>The division into teams from the previous game. Each team is accompanied by an educator (game master). Each team goes to the starting point, where they are equipped with the following documents: list of addresses of real locations to find (start point and 5 locations with the tips, endpoint), which can be found on Google Maps (annex 1); instructions on using Google Maps (annex 2); document/instructions with the rules of the game, the scoring system, narrative goal of the game and the conditions for winning.</p> <p>IMPORTANT: before starting the game, educators need to set the tips in the locations and explain to the owners their role in the game.</p>
2. The game: phase I – gathering tips	Gathering 15 tips in 5 locations by the participants.		70 min	<p>Each team plays the role of detectives; their task is to find the answer to the riddle: Who killed the Tailor? To achieve this, each team has to ask questions to the owners of the locations mentioned on the list of the addresses (annex1) and gather 15 tips – three from each location. Each team has to find the location using Google Maps. Each person who uses Google Maps to find the location scores a sticker. Each part of the route should have its Leader, who is chosen by the team. If each part is led by a different leader, the team gets a bonus sticker. Important: solving the riddle</p>

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
				is possible only after getting all 15 tips. The educator awards stickers for every correct use of Google Maps.
3. The game: phase II – finding the killer	The team solves the riddle: Who killed the Tailor? based on the gathered tips.		20 min	In the last location participants of the team analyse the tips and find out who killed the tailor. The educator awards stickers according to the scoring rules. Important: It is good to choose a cafe for this location.
4. Ending the game	Summing up the points and announcing the winning team.		5 min	The educators count stickers and announce the winner. The results are written on the table of results
5. Summary	Each participant talks about what were the most important aspects of the game and evaluates it.	Discussion	5 min	Control task 5 – sending a photo. Send a photo of any person to your teammate using the WhatsApp application. Cards are handed out with a white page up, seniors simultaneously turn over the cards and perform the task, observers measure the duration of the control task. Satisfaction questionnaire.

INSTRUCTION FOR PLAYERS

Subject of the game – Who killed the tailor – routes of detectives

Narrative goal: To find the answer to the question: Who killed the Tailor?

You are a detective.

You have to find out: who killed the tailor?

How to play?

You should visit 5 locations (see the attached map) and talk to the representatives of the Wrocławian handicraft society. During this conversation, people give you information: every person gives you three pieces of information: in each case two of them are true and one is false.

You have to guess who killed the tailor?

Rules of the game:

Participants are still divided into two teams [the division from the first meeting]. Each team goes to the starting point, where they are equipped with the following documents: list of addresses of real locations to find (start point and 5 locations with the tips, endpoint), which can be found on Google Maps (annex 1); instructions on using Google Maps (annex 2); document/instructions with the rules of the game, the scoring system, narrative goal of the game and the conditions for winning.

Phase I: Gathering tips

Each team plays the role of detectives; their task is to find the answer to the riddle: Who killed the Tailor? To achieve this, each team has to ask questions to the owners of the locations mentioned on the list of addresses (annex1) and gather 15 tips – three from each location. Each team has to find the location using Google Maps. Each person who uses Google Maps to find the location scores a small sticker. Each part of the route should have its Leader, who is chosen by the team. If each part is led by a different leader, the team gets a bonus sticker. Important: solving the riddle is possible only after getting all 15 tips.

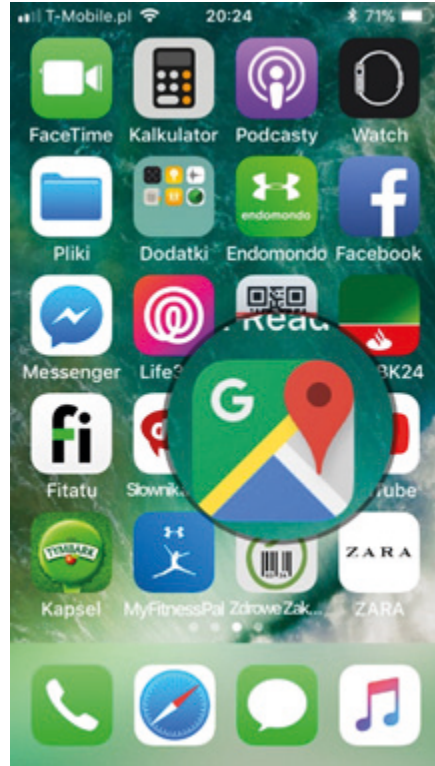
Phase II: Finding the killer

In the last location participants of the team analyse the tips and find out who killed the tailor. The team that first solved the puzzle receive big stickers.

Conditions for winning: scoring more points than the opposite team.

THE INSTRUCTION FOR USING THE GOOGLE MAPS APP

1. Find the icon of Google Maps on your mobile phone screen.



2. At the top of the screen in the bar, enter the name of the destination or full address (e.g. “Vauxhall Gardens Community Centre” or “5 Glasshouse Walk”).



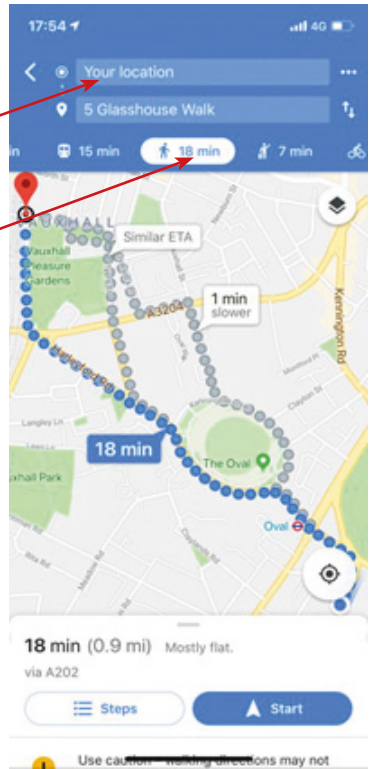
Write here

Tap “Directions”

3. Type the starting point or just select “Your location”.

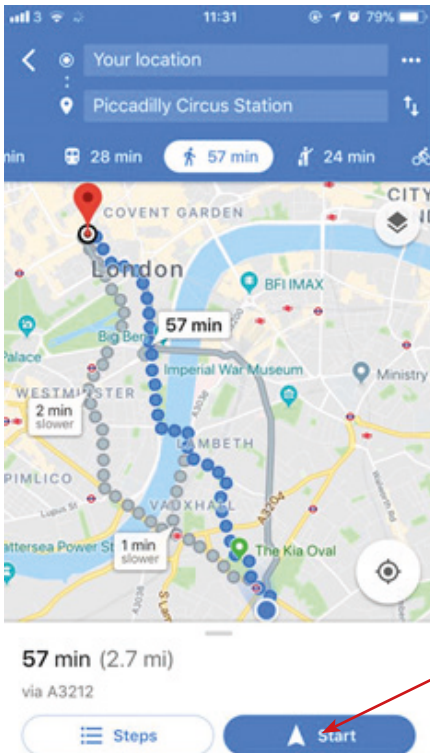
Type here

Tap the icon to indicate how you would like to travel (by foot, by car or by public transport)

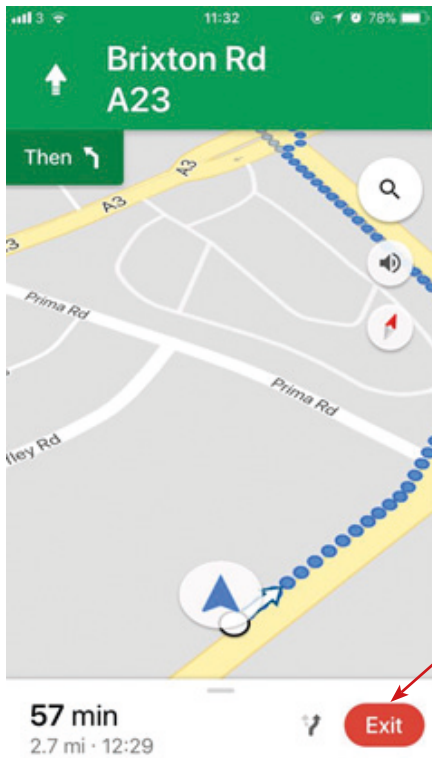


4. Tap the “Start” icon in the lower right corner at the bottom of the screen.

Tap here



5. When you reach your destination, tap “X” or “Exit” to close the application.



Tap here

List of the localization:

1	
2	
3	
4	
5	

Person one: I didn't kill the tailor.



Person one: The **person five** killed the tailor.



Person one: I'm not guilty.



Person two: It wasn't me.



Person two: I have been working here for 27 years.



Person two: The **person three** knows who's done it.



Person three: I am not the murderer.



Person three: The **person four** is my witness; we were playing cards in the kitchen last night.



Person three: The tailor was killed by the **person two**.



Person four: I didn't do it.



Person four: I wasn't even here last night.



Person four: The **person five** did it.



Person five: The **person one** is lying when he/she says that I did it.



Person five: I am innocent.



Person five: The **person three** is the murderer.



SCENARIO 7 – GOOGLE MAPS PUBLIC TRANSPORT

Name of a series of workshops – The acquisition of practical skills related to ICT

Place of execution – urban space (important: the participants should be informed that they will use public transport, they should buy tickets, if it is necessary)

Participants in the workshops – senior citizens 60+

Educators – trained educators professionals

Duration of the game – max. 120 min

Didactic aids:

- Smartphones with an internet connection
- Annex 1 – List of addresses of locations that can be found on Google Maps
- Annex 2 – Instructions on using Google Maps
- Annex 4 – 20 pieces puzzle (to print and cut)
- Annex 3 – Four riddles showing the next location (in a different order for each team)
- Document/instructions with the rules of the game, the scoring system, the narrative goal of the game and the conditions for winning
- Stickers
- Public communication tickets
- Set of 5 bags (envelopes) for puzzles and armbands in the same colour as the bags

IMPORTANT: There need to be two sets of aids, one for each team.

Subject of the game – Step by step – urban puzzle

Main objective – Improving skills of using Google Maps

Specific objectives:

Participants:

- Learn the differences and similarities between using a printed map and Google Maps
- Understand the need of using applications when using public transport
- Understand the need to be open to other participants in the workshop
- Can read information on Google Maps, set the route and follow it
- Can cooperate in a team

Narrative goal (disclosed to the participants): Completing puzzles

Rules of the game:

Participants are still divided into two teams [the division from the first meeting].

Each team goes to the starting point, where they are equipped with the following documents: list of addresses of locations possible to find in Google Maps (annex 1); instructions of using Google Maps (annex 2); document/instruction with the rules of the game, the scoring system, narrative goal of the game and the Conditions for winning.

Phase I: gathering pieces of puzzles in locations

Teams play the role of searchers, who are looking for puzzles. To achieve this task each team needs to find 4 locations, in which the puzzles are hidden. A riddle leads to each location, and one can reach the place only by public transport, which can be used with the help of Google Maps (annex 2). The participants are solving riddles, connecting them with the addresses from the list. The solution of the riddle is a password that needs to be given in the next location, to get the pieces of puzzles. Using Google Maps, participants learn how to get to the location, and then go there. After finding the location, participants give the password, and in return they receive pieces of the puzzle packed in bags with the same colour as the armbands of the team.

Participants of the game score small stickers for the correct use of Google Maps, for solving the riddles and for collecting the puzzles.

Phase II: Winning the pieces of the puzzles

In the last location (endpoint), the task of the participants is to arrange the puzzle and guess what will be the subject of the next classes. The team draws until it gets all the pieces of the puzzle. The team that will put together the puzzle will be the first to receive big stickers.

Conditions for winning: scoring more stickers than the opposite team.

Timetable:

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
1. Organisational – ordering activities	Welcoming the participants, getting teams to the start points, familiarising the participants with the rules of the game.	Discussion	15 min	The division into teams from the previous game. Each team is accompanied by an educator (game master). Each team goes to the starting point, where they are equipped with the following documents: list of addresses of locations which can be found on Google Maps (annex 1); instructions on using Google Maps (annex 2); document/instructions with the rules of the game, the scoring system, narrative goal of the game and the conditions for winning. IMPORTANT: before starting the game, educators need to set the bags with puzzles in the set locations on the map and explain to the owners their role in the game. The teams should receive the same locations, but their routes should be different.
2. The game: phase I –gathering puzzles in the locations	Participants go to the locations using public transport found on Google Maps.		70 min	Teams play the role of searchers, who are looking for puzzles. To achieve this task each team needs to find 4 locations, in which the puzzles are hidden. A riddle leads to each location, and one can reach the place only by public transport, which can be used with the help of Google Maps (annex 2). The participants are solving riddles, connecting them with the addresses from the list.

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
				<p>The solution to the riddle is a password that needs to be given in the next location, to get the pieces of puzzles.</p> <p>Using Google Maps, participants learn how to get to the location, and then go there. After finding the location, participants give the password, and in return, they receive pieces of puzzle packed in bags with the same colour as the armbands of the team.</p> <p>Participants in the game score small stickers for the correct use of Google Maps, for solving the riddles and for collecting the puzzles. Thus, each team visits three locations and gets to the endpoint.</p> <p>IMPORTANT: the endpoint should be a cafe, where the participants can spend some time. In the endpoint, participants get the bag, but it turns out that some pieces are missing.</p>
3. The game: phase II – winning pieces of puzzles	Each team solves small tasks to get the missing pieces of puzzles.		20 min	<p>In the last location (endpoint), the participants are tasked to arrange the puzzle and guess what will be the subject of the next classes.</p> <p>The team that puts together the puzzle first will receive big stickers.</p>
4. Ending the game	Summing up the points and announcing the winning team.		5 min	The educators count the stickers and announce the winner. The results are written into the table of results.

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
5. Summary and end of workshops	Each participant talks about what were the most important aspects of the game and evaluates it.	Discussion	5 min	Control task 6 – check how long you would walk the travelled route on foot – the cards are handed out with the white side up, the seniors at the same time turn over the cards and do the job, the observers measure the time of the control task. Satisfaction questionnaire.

INSTRUCTION FOR PLAYERS

Subject of the game – Step by step – urban puzzle.

Narrative goal: Completing puzzles

Rules of the game:

Participants are still divided into two teams [the division from the first meeting]. Each team goes to the starting point, where they are equipped with the following documents: list of addresses of locations which can be found on Google Maps (annex 1); instructions of using Google Maps (annex 2); document/instructions with the rules of the game and the conditions for winning;

Each team also gets armbands.

Phase I: gathering pieces of puzzles in locations

Teams play the role of searchers, who are looking for puzzles. To achieve this task each team needs to find 4 locations, in which the puzzles are hidden. A riddle leads to each location, and one can reach the place only by public transport, which can be used with the help of Google Maps (annex 2). The participants are solving riddles, connecting them with the addresses from the list. The solution of the riddle is a password that needs to be given in the next location, to get the pieces of puzzles. Using Google Maps, participants learn how to get to the location, and then go there. After finding the location, participants give the password, and in return, they receive pieces of puzzle packed in bags with the same colour as the armbands of the team.

Participants in the game score a small sticker for the correct use of Google Maps, for solving the riddles and for collecting the puzzles.

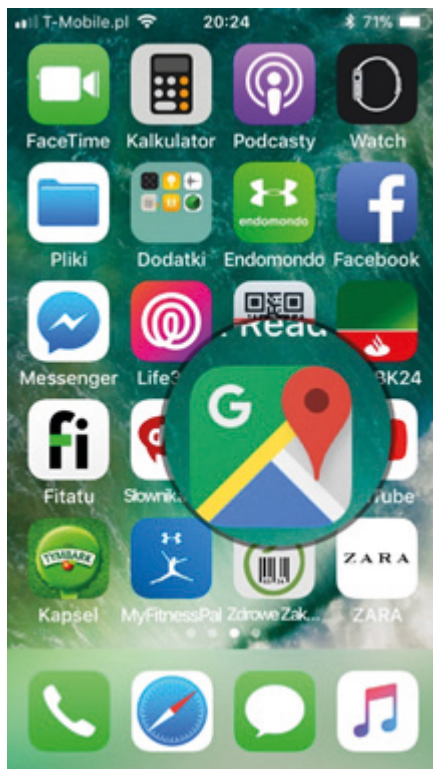
Phase II: Winning the pieces of puzzles

In the last location (endpoint), the participants are given the task to arrange the puzzle and guess what will be the subject of the next classes. The team draws until it gets all the pieces of the puzzle. The team that will put together the puzzle will be the first to receive big stickers.

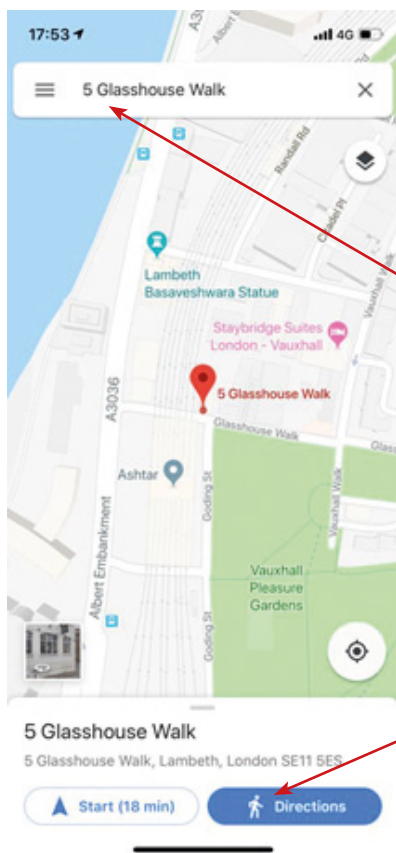
Conditions for winning: scoring more stickers than the opposite team.

THE INSTRUCTION FOR USING THE GOOGLE MAPS APP – TRAVELING USING PUBLIC TRANSPORT

1. Find the icon of Google Maps on your mobile phone screen.



2. At the top of the screen in the bar, enter the name of the destination or full address (e.g. “Vauxhall Gardens Community Centre” or “5 Glasshouse Walk”).



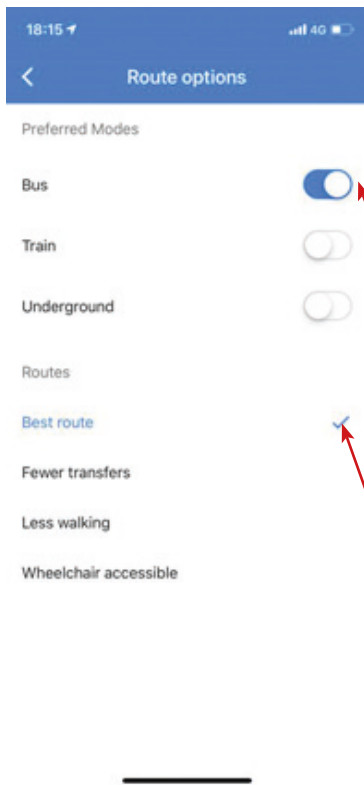
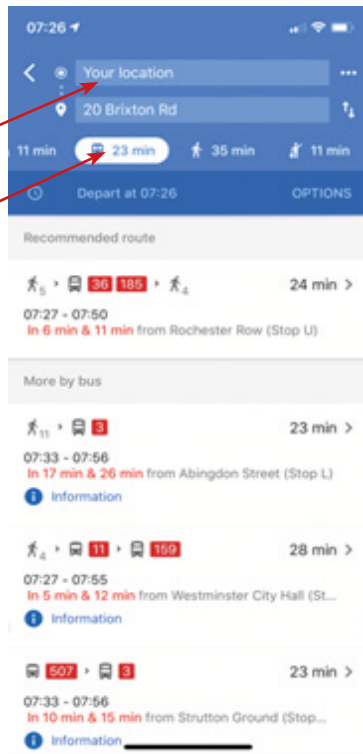
Write here

Tap “Directions”

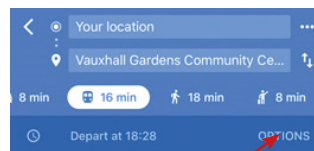
3. Type the starting point or just select "Your location".

Type here

Tap the icon to indicate how you would like to travel (by foot, by car or by public transport)



4. Tap the "Options" icon to choose options of the route, for example: bus and the best route.

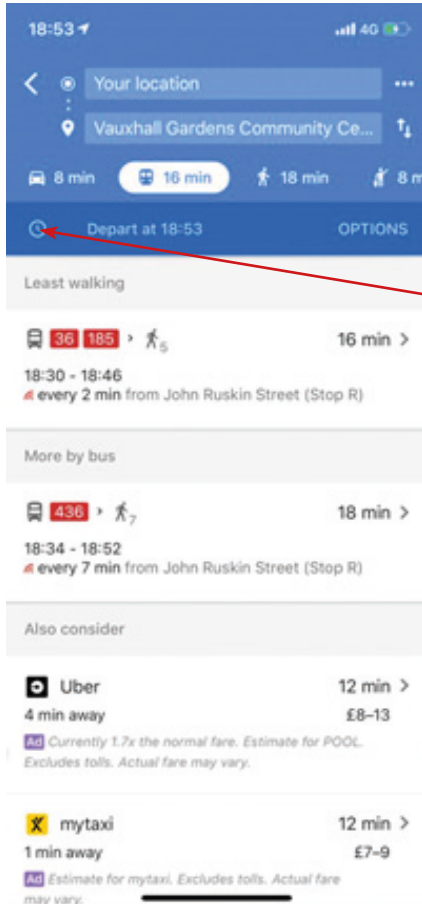


Options

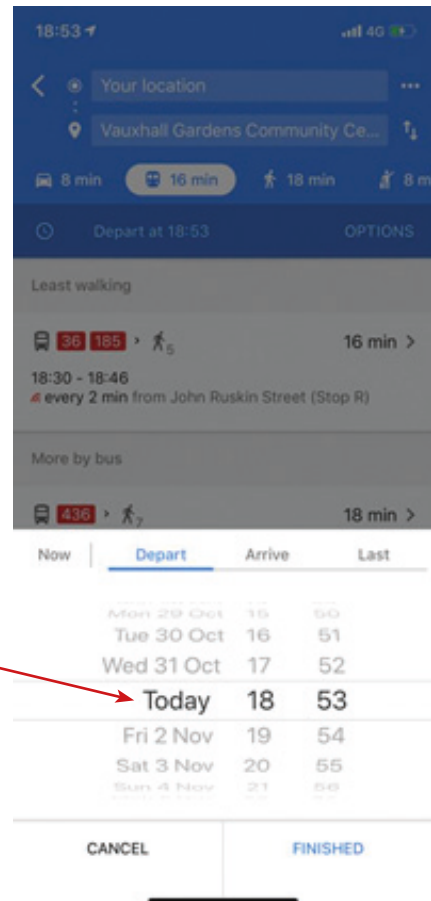
Tap here if you would like to travel by bus

Tap here

Tap the “Clock” to choose the day and hour of the trip.



Tap here



Tap here to set up the time

5. Tap the “Train” icon, to see the route or to turn on notifications.

Select the route

See your route

Add the route to your calendar

Set up a reminder

18:53 4G

Your location

Vauxhall Gardens Community Ce...

8 min 16 min 18 min 8 m

Depart at 18:53 OPTIONS

Least walking

36 185 16 min >

18:30 - 18:46

every 2 min from John Ruskin Street (Stop R)

More by bus

436 18 min >

18:34 - 18:52

every 7 min from John Ruskin Street (Stop R)

Also consider

Uber 12 min >

4 min away £8-13

Currently 1.7x the normal fare. Estimate for POOL. Excludes tolls. Actual fare may vary.

mytaxi 12 min >

1 min away £7-9

Estimate for mytaxi. Excludes tolls. Actual fare may vary.

18:54

36 185 16 min

Your location 18:30

Walk 2 min (0.1 mi) MAP

John Ruskin Street (Stop R) >

36 185 at 18:32

at 18:35

Ride 5 stops (9 min)

Vauxhall Bus Station (Stop A) 18:41

Walk 5 min (0.2 mi) MAP

Vauxhall Gardens Community Centre 18:46

Add to Calendar

Add a Google Maps reminder

Remind you to leave on time

Remind you when it's time to transfer

Addresses

No	Addresses
1.	Brixton Oval, Brixton, London SW2 1JQ
2.	Russell Hotel, Brixton Rd, Brixton, London SW9 6BD
3.	318 Kennington Park Rd, London SE11 4PP
4.	89 Albert Embankment, Vauxhall, London SE1 7TL

**THE SOLUTION TO THE RIDDLE WILL SHOW YOU THE NEXT
PLACE OF THE TRIP**

The clue to finding out the name of the next place of your journey.

A place of knowledge



THE SOLUTION TO THE RIDDLE WILL SHOW YOU THE NEXT
PLACE OF THE TRIP

The clue to finding out the name of the next place of your journey.



THE SOLUTION TO THE RIDDLE WILL SHOW YOU THE NEXT
PLACE OF THE TRIP



THE SOLUTION TO THE RIDDLE WILL SHOW YOU THE NEXT PLACE OF THE TRIP



Portuguese house

SCENARIO 8 – GOOGLE TRANSLATE

Name of a series of workshops – The acquisition of practical skills related to ICT

Place of execution – park / urban space/building (closed and marked area, where different tips are hidden). For each team, 24 tasks should be hidden. Tasks (annex 2) should be bound with ribbons of two different colours – for example, red for team 1 and green for team 2 – in the visible places. Each member of the team gets a map with four different locations of the tasks marked – in that way the members of the team should complete 24 tasks)

Participants in the workshops – senior citizens 60+

Educators – trained educators professionals

Duration of the game – 120 min

Didactic aids:

- Smartphones with an internet connection
- Annex 1 – Instructions on using Google Translate
- Annex 2 – Tasks for translation
- Annex 3 – Tables for participants
- Annex 4 – The maps of the area (different locations for every participant)
- Document/instruction with the rules of the game, the scoring system, the narrative goal of the game and the Conditions for winning
- Ribbons (two colours for two teams)
- Stickers

Subject of the game – One day in a foreign country

Educational objectives (hidden):

Main objective – Learning and improving skills of using Google Translate

Specific objectives:**Participant:**

- Knows how to use Google Translate
- Understands the need of using applications in everyday life, the need to be open for other participants of the workshop
- Can use the application, can understand information in different languages, can cooperate in a team

Narrative goal: finding and solving the linguistic quests and reconstruction of the story about one day in the foreign country

Rules of the game:

Participants are still divided into two teams [the division from the first meeting].

Each team goes to the starting point, where they are equipped with the following documents: instructions of using Google Translate (annex 1), tables to be filled by participants (annex 3), the map of the area (different localizations for each participant), document/instruction with the rules of the game, the scoring system, narrative goal of the game and the Conditions for winning.

Phase 1:

The task of the team is finding 24 linguistic quests hidden in the game area, but every member of the team knows location of 4 of them. Every member of the team should find the tasks marked on his version of the map, takes and solves them with the google translate, and comes back to the starting point. **IMPORTANT:** The participants should take the tasks marked by their colour ribbons – for example red for team 1 and green for team 2.

The participants get a small sticker for every correct translated task.

Phase 2:

The team have to reconstruct the story about one day in the foreign country and present the story to the other participants (another team and educators). The audience awarded the story with smaller or bigger stickers (in the secret vote).

Conditions for winning: scoring more stickers than the opposite team.

Timetable:

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
1. Organisational – ordering activities	The educator welcomes the participants. The teams go to the starting points marked on the map. Each team familiarise with the goals and rules of the educational game.	Discussion	15 min	<p>The division into teams from the previous game. Each team is accompanied by an educator (game master). Teams begin the game in opposite parts of the map.</p> <p>Each team goes to the starting point, where they are equipped with the following documents: instructions of using Google Translate (annex 1), tables to be filled by participants (annex 3), the map of the area (different localizations for each participant), document/instruction with the rules of the game, the scoring system, narrative goal of the game and the Conditions for winning.</p> <p>[IMPORTANT: before starting the game, the educators need to hide the quests in the gaming area. There should be hidden 24 tasks for each team. Tasks (annex 2) should be bind with a ribbon in two colours – for example red for team 1 and green for team 2 – in the visible places. Every member of the team gets a map with marked four different locations of the tasks – in that way the members of the team should complete 24 tasks)].</p>
2. The game: phase I – finding and solving quests	Finding and solving the 24 linguistic quests hidden in the game area by each team.		55 min	<p>Each team goes through the gaming area looking for hidden quest.</p> <p>IMPORTANT: The participants should take the tasks marked by their colour ribbons – for example red for team 1 and green for team 2.</p>

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
				Once the quest is found, the participant, who has found the quest resolve it in the starting point, where the educator waits for the team. Educator awards stickers for each found and solved quest.
3. Reconstruction of the story	The team reconstructs the story about one day in the foreign country in the starting point.		15 min	The team have to reconstruct the story about one day in the foreign country and prepare it to be presented to the audience.
4. Presenting the story	The team present the story about one day in the foreign country.		20 min	The team presents the story to the other participants (another team and educators). Every member of the team should present this part of the story, which was hidden in "his tasks". The maximum time for presentation is 10 minutes for every team. The audience awarded the story with smaller or bigger stickers (in the secret vote).
5. Ending the game	Summing the points and announcing the winning team.		5 min	Educators count stickers and announce the winner. The results are written into the table of results.
6. Summary	Each of the participants tells what the most important part of the game was and evaluates it.	Discussion	10 min	Control task 7 – check how, by public transport, you could get to Prague for dinner in Czech Republic – the cards are handed out with white page up, seniors at the same time turn away the notes and carry out the task, observers measure the time of the control task. Satisfaction questionnaire.

INSTRUCTION FOR PLAYERS

Subject of the game – One day in a foreign country

Narrative goal: finding and solving the linguistic quests and reconstruction of the story about one day in the foreign country

Rules of the game:

Participants are still divided into two teams [the division from the first meeting]. Each team goes to the starting point, where they are equipped with the following documents: instructions on using Google Translate (annex 1), the map of the area (different locations for each participant), document/instructions with the rules of the game and the conditions for winning.

Phase 1:

The task of the team is finding 24 linguistic quests hidden in the game area, but every member of the team knows where 4 of them are located. Each member of the team should find the tasks marked on their version of the map; they should take them and solve them with Google Translate, and come back to the starting point. **IMPORTANT:** Participants should take the tasks marked by their colour ribbons – for example red for team 1 and green for team 2.

Participants get a small sticker for every correct translated task.

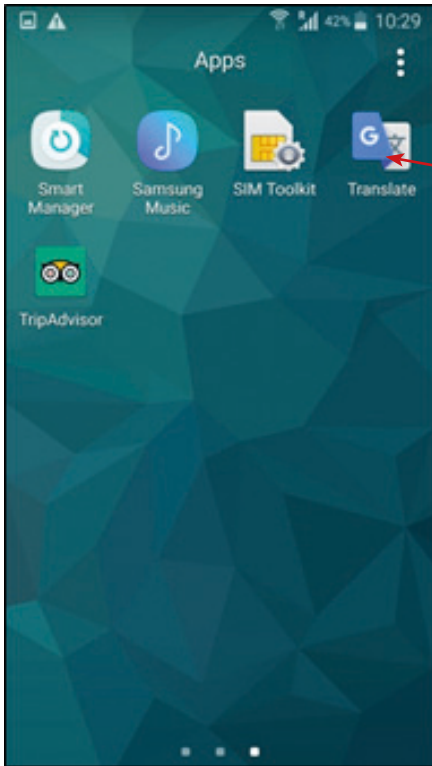
Phase 2:

Each team has to reconstruct the story about one day in the foreign country and present the story to the other participants (the other team and the educators). The audience awards the story with smaller or bigger stickers (in a secret vote).

Conditions for winning: scoring more stickers than the opposite team.

THE INSTRUCTION FOR USING THE GOOGLE TRANSLATE APP

1. Find the icon of Google Translate on your mobile phone. The icon could be on the main screen or in the menu.



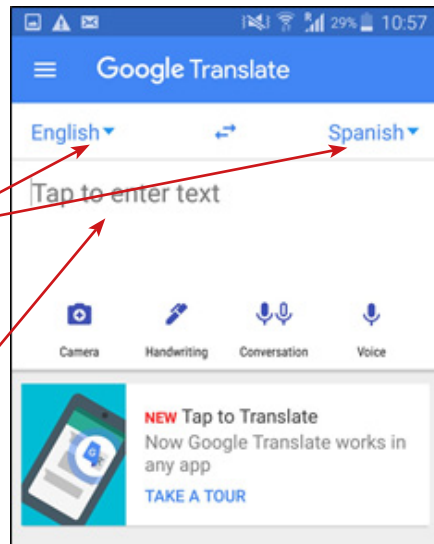
Tap on the icon of Google Translate



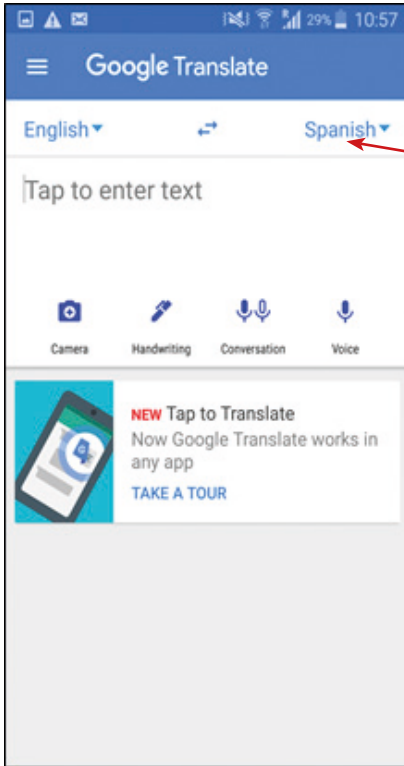
2. The window of the Google Translate should be opened.

Choose languages to translate

Here you can write some word/sentence to translate

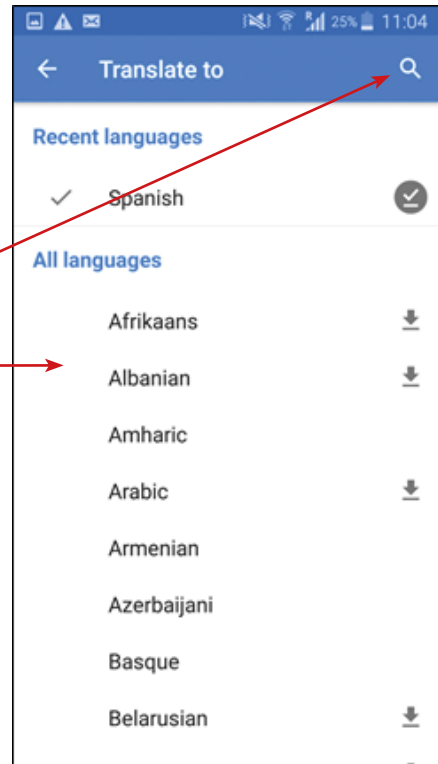


3. Changing of languages to translate.

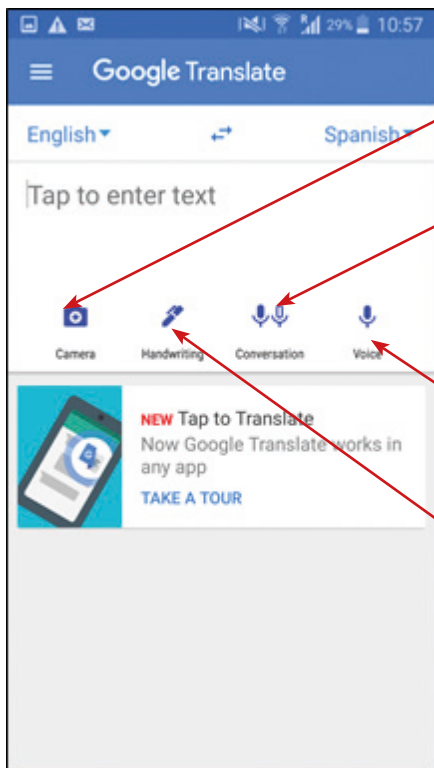


If you want to change a language for translation, tap the small arrow next to language

You should see list of languages.



Please choose the language from list or use the icon of the magnifier and write language which you need



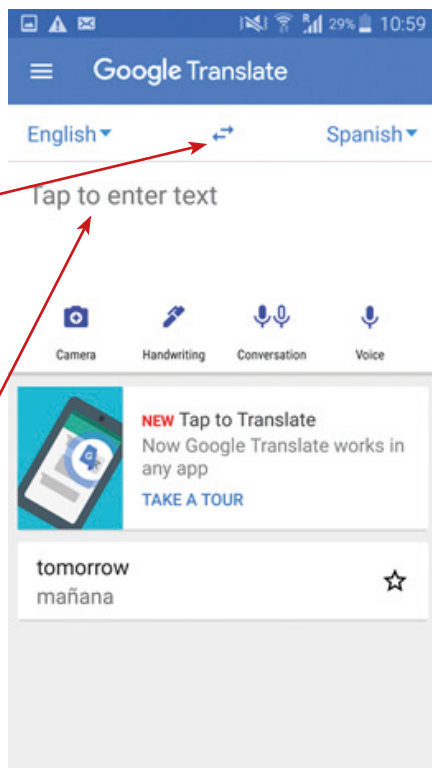
Option to translate printed text by using the camera

Option to translate verbal conversation

Option to translate words/sentences which are spoken (verbal)

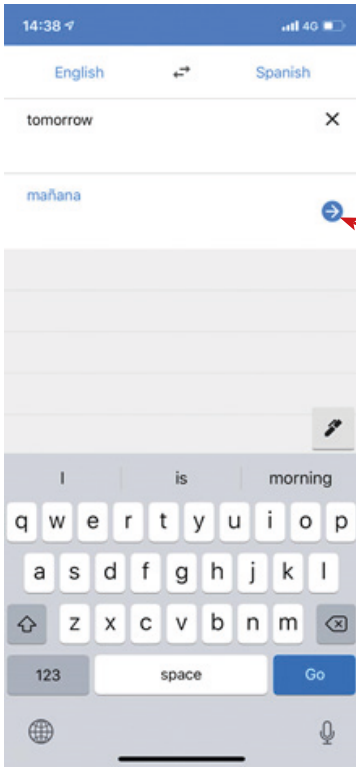
Handwriting – option to translate words/sentences which are written

4. Translation by using the keyboard of mobile phone.



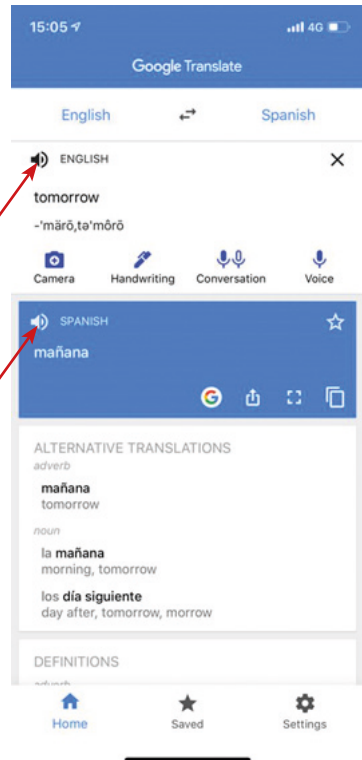
Here you can change order of languages for translation. Photos shows that translation will be form English to Spanish. If you would like to translate from Spanish to English, you would need to tap on arrows

Here write a word/sentences that you would like to translate, by using the Keyboard of your mobile phone



Tap the arrow to translate words/sentences

You should be able to see two versions of translated word, original (in this example English) and the language of translation (in this example Spanish).

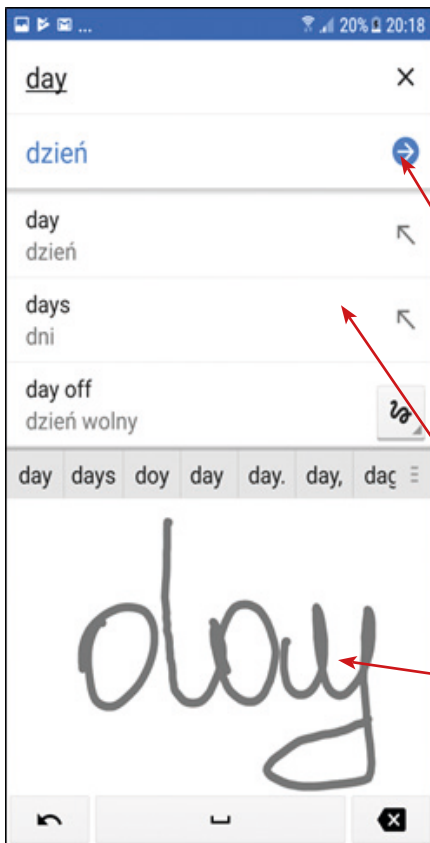
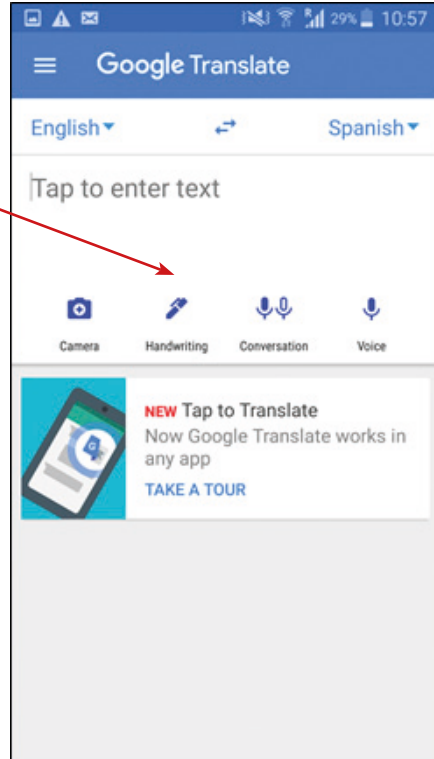


Tap here to hear the pronunciation of words in the original language

Tap here to hear the pronunciation of words in the language of translation

5. Handwriting – option to translate words/sentences which are written.

Tap here to translate words/sentences which are written

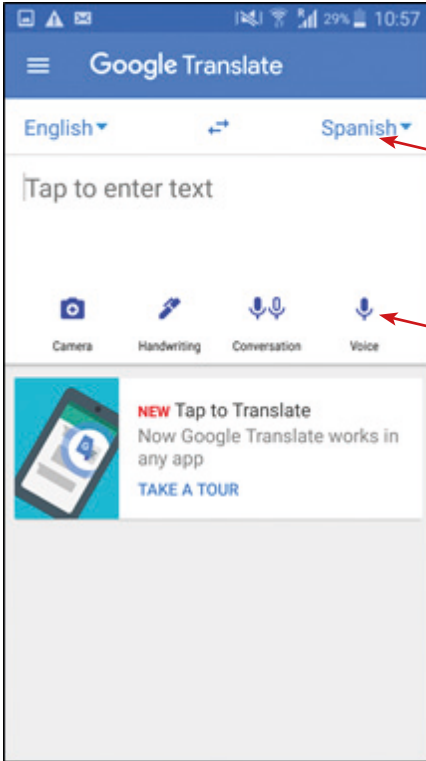


If you add (write by hand) word and you want to check pronunciation, please tap here

Here you can see Google Translate proposals

Here write (by hand/pencil for touch screen – without using the keyboard) the word to translate

6. Option to translate words/sentences which are spoken (verbal).



Choose the language

Tap here to translate words/sentences which are spoken (verbal)

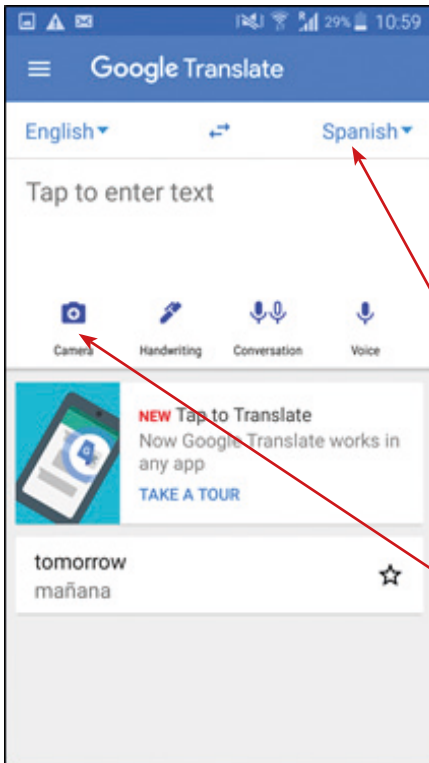
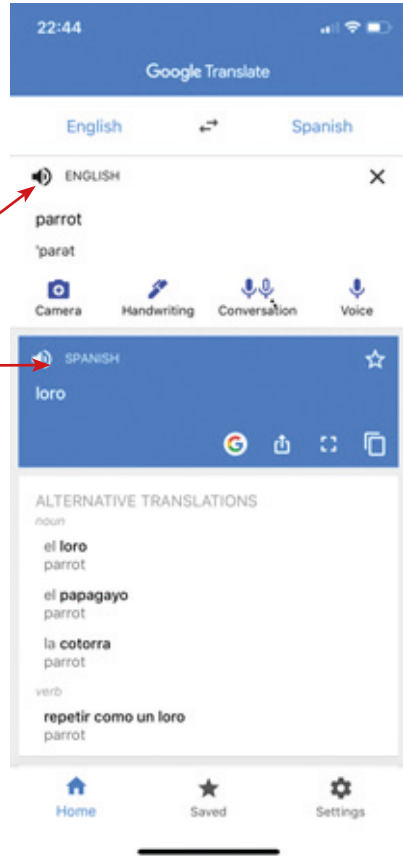


Choose languages and after that say word/sentences to translate

Tap here to turn on automatic option of translation. You can say word in English or in some other language – it doesn't matter because the application gives you two versions



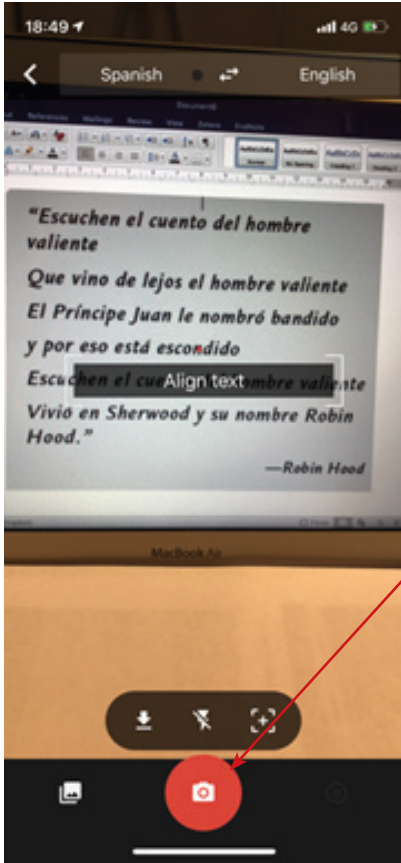
Here you can see both version of word



7. Option to translate printed text by using the camera.

Tap here (arrows) to change languages of translation. In this example, an English text will be translated to Spanish

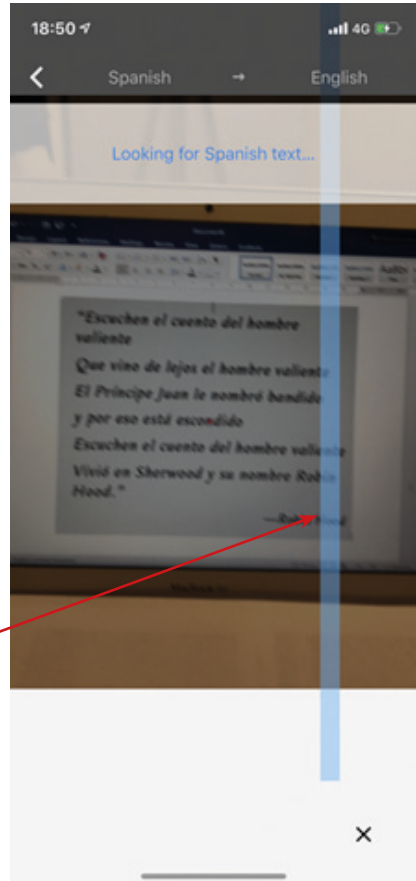
Tap here to translate text by using the camera



You should see window of the camera.
Please take a photo of the text.

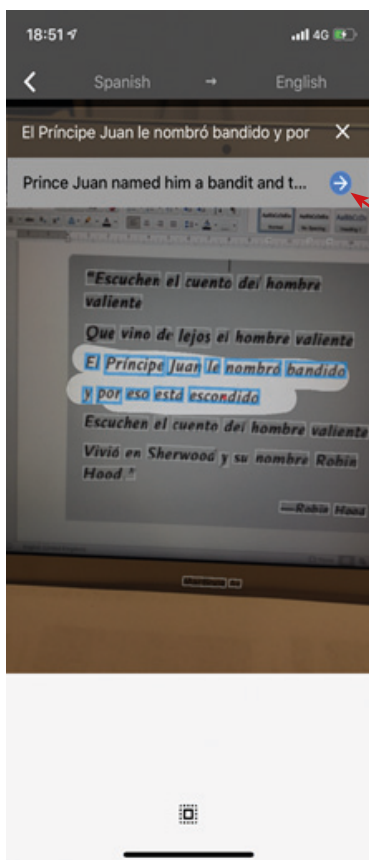
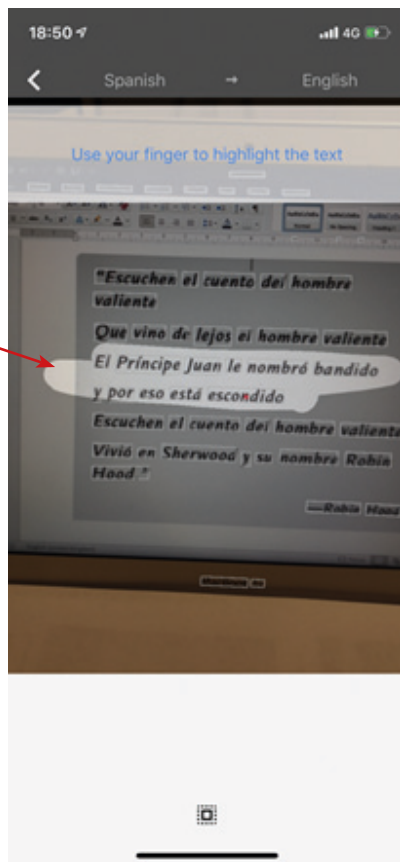
Tap here to take
a photo of the text

The Google application should start
scanning the text, which means that
will be translated.



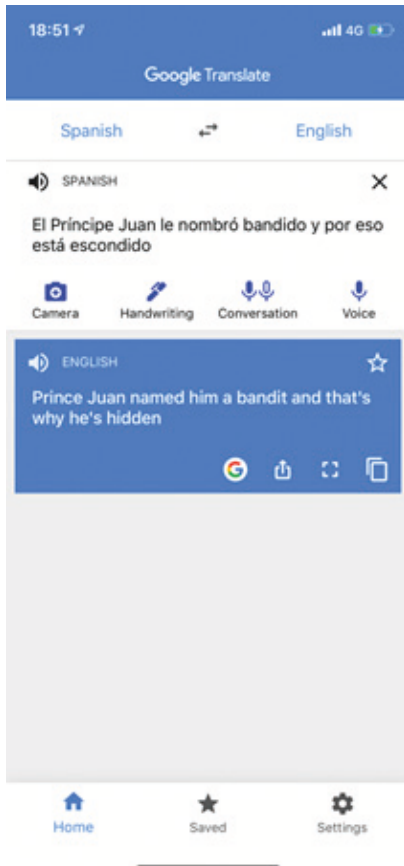
Tap here to take
a photo of the text

The application will then ask you to mark the text to translate by using a finger. Please touch a fragment which you want to translate



This fragment of text was translated. If you want to see translation, please tap the blue arrow above

Next, you should see window with both versions of translated fragment of text.



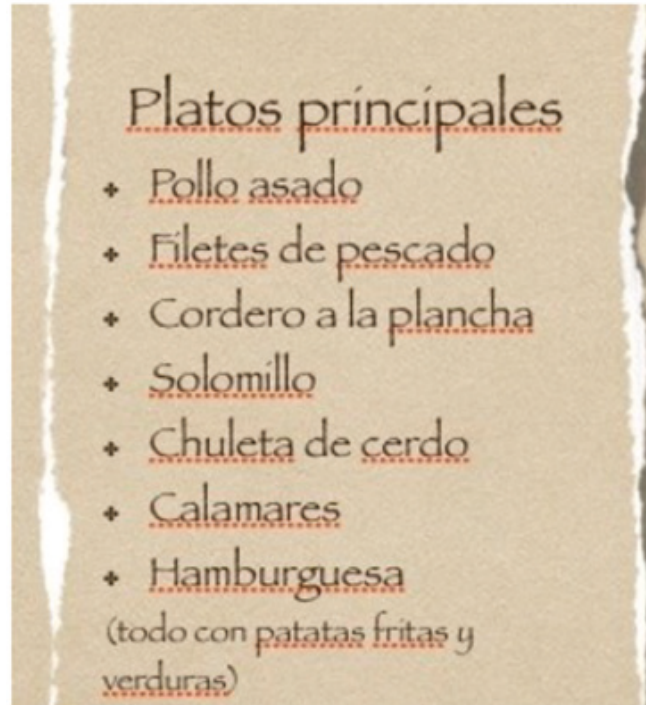
1. Please translate the red underlined sentence from Italian to English – use to do it the option of camera in the Google Translate.



2. Please use your voice and translate from English to Spanish following words – use option to translate words/sentence which are spoken (verbal). English version of these words please, write in the table.



3. Please translate menu from Spanish to English – use to do it the option of camera in the Google Translate.



4. Please use your voice and translate from English to Serbian the following words – use option to translate words/ sentences which are you spoken (verbal). English version of these words please, write in the table (annex 2).



5. Please translate from Italian into English language signs – use to do it the option of camera in the Google Translate.



6. Please translate to Serbian (using keyboard) the word:

hairdryer

7. Please translate advert of product from Serbian to English – use to do it the option of camera in the Google Translate.



8. Please translate into French language:

When is the next bus coming?

9. Please translate the wine label from Spanish to English – use to do it the option of camera in the Google Translate.

*“Escuchen el cuento del hombre
valiente*

Que vino de lejos el hombre valiente

El Príncipe Juan le nombró bandido

y por eso está escondido

Escuchen el cuento del hombre valiente

*Vivió en Sherwood y su nombre Robin
Hood.”*

—Robin Hood

10. Please translate to Spanish language:

Where is the museum?

11. Please translate the name of the dish from Serbian to English – use to do it the option of camera in the Google Translate.



12. Please translate from Spanish to English the following words:

–Calle

–Maleta

–Tienda

13. Please use your voice and translate from English to French following words – use option to translate words/sentence which are spoken (verbal). French version of these words please, write in the table.



14. Please translate the following text from Spanish to English – use to do it the option of camera in the Google Translate.



BSED-55



BRE-58



BPA-61



BZS-63



BPR-64

15. Please translate to Spanish language (using keyboard) the word:

a napkin

16. Please translate the book title from Spanish to English – use to do it the option of camera in the Google Translate.



17. Please use your voice and translate from English to French following words – use option to translate words/sentence which are spoken (verbal). French version of these words please, write in the table.



18. Please translate from Serbian to English the postcard headline – use to do it the option of camera in the Google Translate.



19. Please translate to Serbian the words from pictures:



20. Please translate to Spanish language (using keyboard) the word:

When does the shop close?

21. Please translate to Greek language (using keyboard) the word:

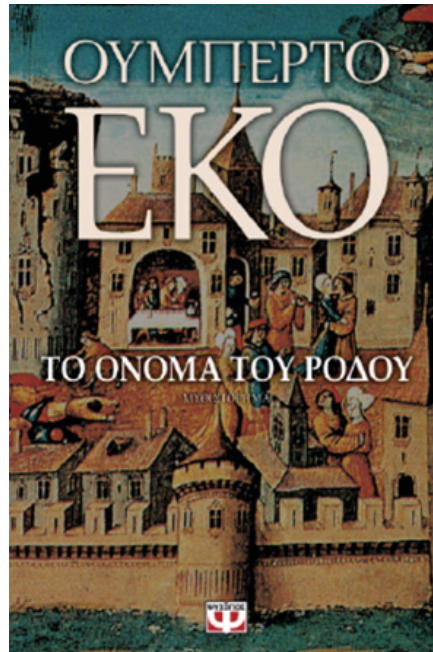
Where is the train station?

22. Please translate the name of the vegetable from Greek to English – use to do it the option of camera in the Google Translate.



Κρεμμύδι

23. Please translate from Greek to English the title of the book – use to do it the option of camera in the Google Translate.

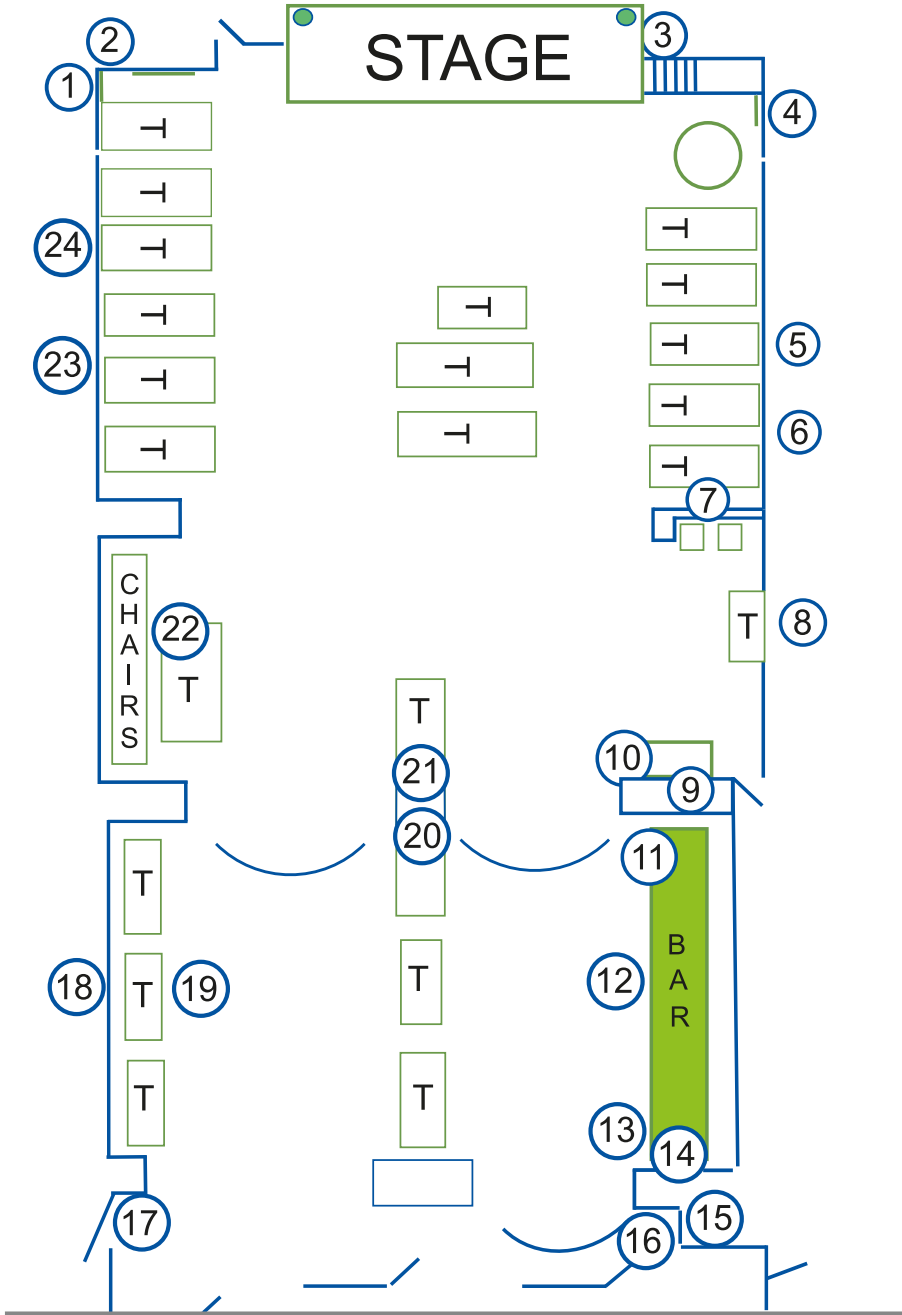


24. Please use your voice and translate from English to Greek following words – use option to translate words/sentence which are spoken (verbal). French version of these words please, write in the table.



Please write a translated text in the table

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	



SCENARIO 9 – TRIPADVISOR

Name of a series of workshops – The acquisition of practical skills related to ICT

Place of execution – building with tables and chairs

Participants in the workshops – senior citizens 60+

Educators – trained educators professionals

Duration of the game – 120 min

Didactic aids:

- Smartphones with an internet connection
- Annex 1 – Instructions on using the application TripAdvisor
- Printed banknotes [the currency should be the same as the country in which the game is played. **IMPORTANT:** 2000 pieces of local currency for each team should be printed, and also 2000 pieces of local currency for each educator escorting the teams]
- Annex 2 – Whims of the guests
- Sheets of paper to create maps of thoughts, markers
- Document/instructions with the rules of the game, the scoring system, the narrative goal of the game and the conditions for winning
- Stickers

Subject of the game: Weekend in a big city Learning Objectives

Main objective – Learning and Improving skills in the use of TripAdvisor

Specific objectives:

Participants:

- Learn the operation of the application in offline mode

- Understand the need to use the TripAdvisor when planning a trip
- Learn to read information contained in TripAdvisor
- To be able to cooperate in a group

Narrative goal (disclosed to the participants): planning a weekend for your team in the place of your dreams

Rules of the game:

Participants are still divided into two teams [the division from the first meeting]. If the groups are numerous, they should still be divided into smaller ones.

Each team goes to the starting point, where they are equipped with the following documents: instructions on using the application TripAdvisor (annex 1); map on which the participants mark the plan of the weekend (annex 5); sheets of paper to create maps of thoughts, markers; document/instructions with the rules of the game, the scoring system, narrative goal of the game and the conditions for winning; 2000 pieces of local currency

Each team discusses where they want to travel and choose one place which is interesting for everyone. The team needs to plan a weekend in this place. During the planning the team should keep in mind the needs (meals and place to stay) and preferences of the members of the team as well as whims drawn during the game (see below).

Phase I: Planning the weekend

The task of each team is to plan a weekend for their team. The weekend begins at 8:00 AM on Saturday on the railway station (airport) and ends on Sunday at 8:00 PM at the same station (airport). During the planning, teams use the application TripAdvisor and use the evaluations and opinions of the users of the application. During the planning of the attractions, each team should also remember the logistics of the transport, the rationality of spending money (the money should be within the budget, and it would best to actually make some money), time for each attraction, the satisfaction of all participants.

For each planned element of the weekend, players pay a certain price (taking the banknotes from the amount of the printed money they received at the beginning). The players can also earn money by adapting to the whims (the team draws a whim, and if they consider it, they get a tip – 100 units of the currency).

Each participant should specialise in some kind of planning of the trip: hotel, restaurants, attractions, etc. – depending on the chosen place.

Educators award small stickers for every place hotel, restaurant, attraction, etc. chosen via TripAdvisor. Educators award big sticker for every 100 pieces of the money earned (fulfil the whims).

Phase II: Presenting the plan of the weekend

Each team presents the plan for the weekend (by map, poster) to other participants who play the role of the clients (participants of the opposite team, educators). Clients evaluate it in a secret ballot awarding smaller or bigger stickers.

Conditions for winning: scoring more points than the opposite team.

Timetable:

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
1. Organisational – ordering activities	Welcoming the participants, getting teams to the start points, familiarising the participants with the rules of the game.	Discussion	20 min	The division into teams from the previous game. Each team is accompanied by an educator (game master). Each team goes to the starting point, where they are equipped with the following documents: instructions on using the application TripAdvisor (annex 1); map on which the participants mark the plan of the weekend (annex 5); sheets of paper to create maps of thoughts, markers; document/instructions with the rules of the game, the scoring system, narrative goal of the game and the conditions for winning; 2000 pieces of local currency. Each team discusses where they want to travel and choose one place which is interesting for everyone. The team needs to plan a weekend in this place. During the planning the team should keep in mind the needs (meals and place to stay) and preferences of the members

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
				of the team as well as whims drawn during the game (see below).
2. The game: phase I –planning the weekend	Participants plan the weekend for four tourists using the application TripAdvisor.		60 min	<p>The task of each team is to plan a weekend for their group. The weekend begins at 8:00 AM on Saturday at a railway station or an airport and ends on Sunday at 8:00 PM at the same station/airport. During the planning, each team uses the application TripAdvisor and uses the evaluations and opinions of the users of the application. During the planning of the attractions, the team should also remember the logistics of the transport, the rationality of spending money (the money should be within the budget and it would be best to actually make some money), time for each attraction, the satisfaction of all participants.</p> <p>For each planned element of the weekend, players pay a certain price (taking the banknotes from the amount of the printed money they received at the beginning). The players can also earn money by adapting to the whims (the team draws a whim, and if they consider it, they get a tip – 100 units of the currency). Each participant should specialise in some planning of the trip: hotel, restaurants, attractions, etc. – depending on the chosen place. Educators award stickers for every place chosen, (hotel, restaurant, attraction, etc.) chosen via TripAdvisor.</p>

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
				Educators award big stickers for every 100 pieces of the money earned (fulfil the whims).
3. The game: phase II – presenting the planned weekend	Participants present the planned weekend.	Presenting through map/poster	25 min	Each team presents the plan for the weekend (by map, poster) to other participants who play the role of the clients (participants of the opposite team, educators). Clients evaluate it in a secret ballot awarding smaller or bigger stickers.
4. Ending the game	Summing the points and announcing the winning team.		5 min	Educators count the stickers and announce the winner. The results are written into the table of results.
5. Summary	Each participant talks about what were the most important aspects of the game and evaluates it.	Discussion	5 min	Control task 8 – meet a foreigner, comment your trip in one sentence spoken in a foreign language unknown to you, use the Google Translate application for this purpose – cards are handed out with a white page up, seniors simultaneously turn over the cards and perform the task, observers measure the time of the control task. Satisfaction questionnaire.

INSTRUCTION FOR PLAYERS

Subject of the game: Weekend in a big city

Narrative goal (disclosed to the participants): planning a weekend for your team in the place of your dreams

Rules of the game:

Participants are still divided into two teams [the division from the first meeting]. Each team goes to the starting point, where they are equipped with the following documents: instructions on using the application TripAdvisor (annex 1); map on which the participants mark the plan of the weekend (annex 5); sheets of paper to create maps of thoughts, markers; document/instructions with the rules of the game and the conditions for winning; 2000 pieces of local currency

Each team discusses where they want to travel and choose one place which is interesting for everyone. The team needs to plan a weekend in this place. During the planning, the team should keep in mind the needs (meals and place to stay) and preferences of the members of the team as well as whims drawn during the game (see below).

Phase I: Planning the weekend

The task of the team is to plan a weekend for a 6-person group of tourists. The weekend begins at 8:00 AM on Saturday at the railway station (airport) and ends on Sunday at 8:00 PM at the same station (airport). During the planning, each team uses the application TripAdvisor and uses the evaluations and opinions of the users of the application. During the planning of the attractions, teams should also remember the logistics of the transport, the rationality of spending money (the money should be within the budget and it would be the best to actually make some money), time for each attraction, the satisfaction of all participants.

For each planned element of the weekend, players pay a certain price (taking the banknotes from the amount of the printed money they received at the beginning). The players can also earn money by adapting to the whims (the team draws a whim, and if they consider it, they get a tip – 100 units of the currency).

Each participant should specialise in some planning of the trip: hotel, restaurants, attractions, etc. – depending on the chosen place.

Educators award small stickers for every place, (hotel, restaurant, attraction, etc.) chosen via TripAdvisor. Educators award big sticker for every earned 100 pieces of the money (fulfil the whims).

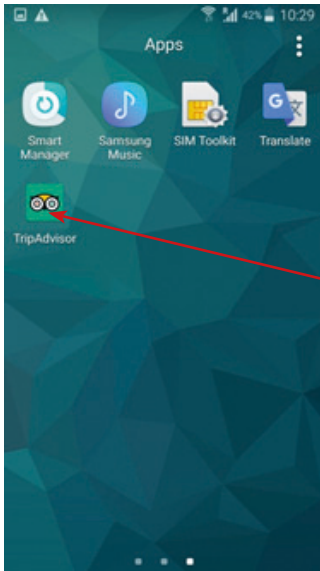
Phase II: Presenting the plan of the weekend

Each team presents the plan for the weekend (by map, poster) to other participants who play the role of the clients (participants of the opposite team, educators). Clients evaluate it in a secret ballot awarding smaller or bigger stickers.

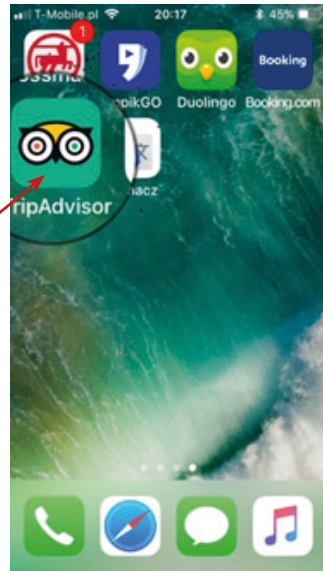
Conditions for winning: scoring more points than the opposite team.

THE INSTRUCTION FOR USING THE TRIPADVISOR APP

1. Find on your mobile phone screen the icon of TripAdvisor.

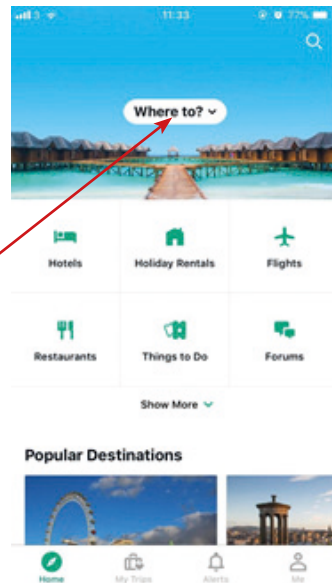
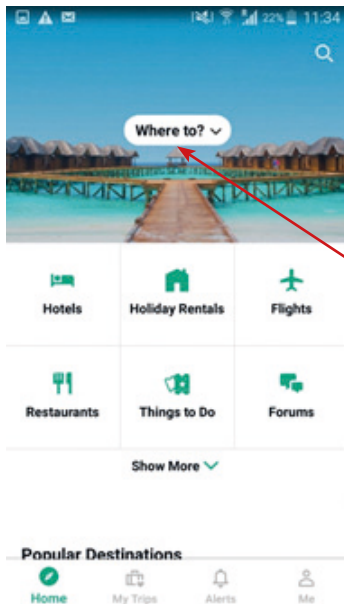


Android software



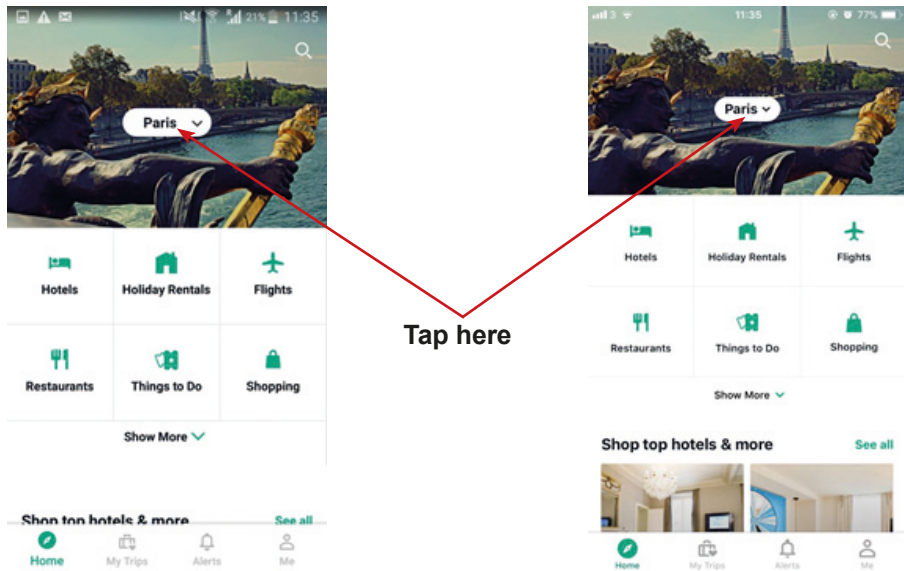
Apple software

2. You should see the window with the title – Where to go. Tap here and select destinations.

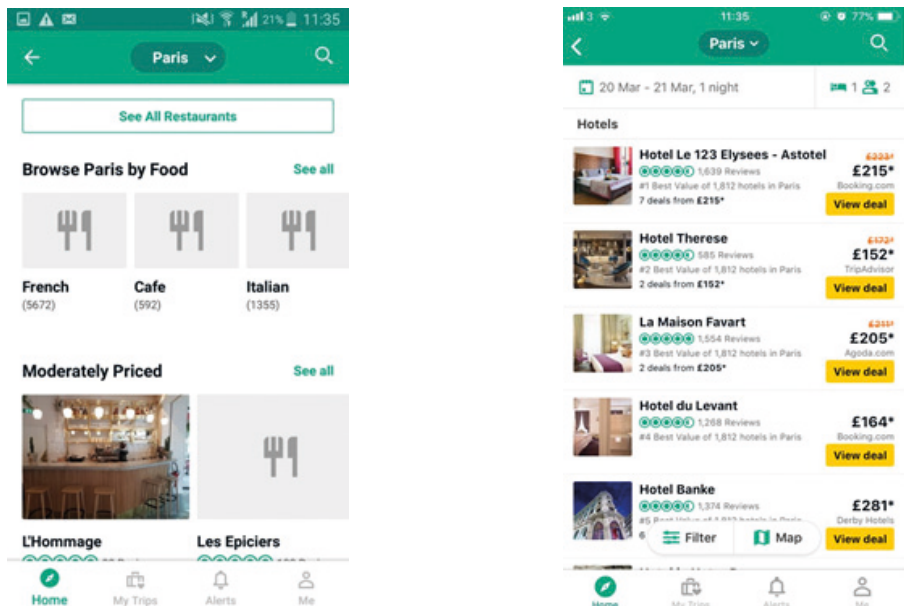


Tap here

3. Then, by tapping on the individual window “Hotels”, “Flights”, “Restaurants” or “Attractions” you can find information that can help you to plan your trip.



4. For example, when you tap on the “Hotels” window, the application starts looking for a hotel proposal for you.





No media access

Chopper landing

4 security guards for watching the dressing room

Gardenia-scented bedclothes

Consultations with a diet expert

Physical exercise with a personal trainer

Photo session with a professional photographer

Telescope for watching the sky

Animal spa and animal hairdresser

A jacuzzi

Mineral water in glass bottles and fudge candy

Blender and a bowl with green fruit to make a cocktail

Aquarium with a carp
Temperature 25 degrees in the room
Bed with satin bedclothes of pale pink colour
Flowers only in the colour of fuchsia in see-through vases
Live piano music during breakfast
Meals made from products from ecological farms and gardens
Solar panels as the only energy source
Toilet paper and soft tissues made from recycled paper
Natural soap
Vegan kitchen
Furniture cannot be coated with leather
Cleaning service twice a day

Everyday change of bedclothes and towels
Natural soap with silver
Meals based on regional receipts
An access to a separate lift
Conference room
Apartment with a place for mini-conference
Constant cooperation with a five-star restaurant
A 24-hour concierge service – man who will take care of everything, the guest can dream of, regardless of the time of day or night
Hotel with an access to a harbour
Taking part in a weekend sailing course
A chanties party on a boat
Meeting with a master mariner

Room with a water bed and towels in blue and white stripes
Children's bed with accessories
Air moistener
Safety valves on wall sockets
Bottle heater
A library with books and DVDs with fairy tales
Baby spa – swimming lessons
Kids' menu
Physician service
Room for no more than 25 GBP per night
Maximum 3-person room
Free Wi-Fi

Free city plans
Late night checkout
Room for no-smokers
A hotel near Hydropolis or Zoo
Quiet and close contact with nature
Good transport to parks and gardens
Fresh flowers and fruit every day
Lilly-of-the-valley scented bathing cosmetics
Hotel near a library or an academic centre
Hotel in a quiet place
Room with a balcony with a view of a park for a smoker
Access to an international database of academic journals

Access to a computer, printed, scanner
The most expensive room in the city
Red Bentley limousine with a driver
Hotel service only in black clothes
Meals served on a black service with gold cutlery
A set of sweets, including: dozens of types of gummy bears, apples in caramel
Vapour inhalator
Black toilet paper
Furniture cannot be coated with natural leather
Hotel in a historical building
A set of oil paint, brushes, easels
Hand crafted ice cubes

Non-sweetened almond milk and organic coconut water
A set of towels in the colours of the rainbow
Animal friendly hotel
Only male hotel service
A place for animals to sleep
Animal cosmetics
4 bathing towels for the pet
Gluten-free pet food
Veterinary service



SCENARIO 10 – EVALUATION

Name of a series of workshops – The acquisition of practical skills related to ICT

Place of execution – park / urban space / building

Participants in the workshops – senior citizens 60+

Educators – trained educators professionals

Duration of workshop – 120 min

Didactic aids:

- Smartphones with internet connection
- Annex 1 – Cards with tasks placed together as a game board
- Annex 2 – The pattern of how to prepare the board
- Document/instructions with rules of the game and conditions for winning
- K6 dices, or application with dices
- Large pawns (e.g. bottles with mineral water, signed by player)
- Sticking putty to attach the board on the ground, or some sticks
- Stickers

Subject of the educational game – Path of Skills Learning objectives (hidden):

Main objective – Perfecting and evaluating competencies of using particular mobile applications

Specific objectives:

Participants:

- Learn specific mobile applications
- Understand the need of using these applications in everyday life, and the need to be open to other participants in the workshop

– Can use particular applications and cooperate in a group

Narrative goal (disclosed to the participants) – finishing the board game “Path of Skills” and doing drawn tasks.

The rules of the educational game:

Participants are divided into two teams [division from previous games]. All participants play on the same board.

The goal of the players is to finish the whole board made from cards with tasks relating to the mobile applications from previous games.

All participants cast the dice. The team which gains more points (sum of all casts of all team members) starts first. Then, the players of each team decide on the order of casting the dice.

All players cast the dice alternately. After each throw, the player moves her/his pawn the appropriate number of fields. The player should do the task on which her/his pawn stops. The player has the time to finish the task, until the turn for all players to cast the dice passes. The team can help a player in solving the tasks. If a player solves a task, she/he is awarded a sticker and cast the dice again in the next round. If a player does not solve the task, he/she moves back one field and casts the dice again in the next round.

The team whose members pass the whole board of “Path of Skills” first wins. Players of the opposite team can finish their play to gain stickers for correct solutions to the tasks.

The educator awards a sticker for each correctly done task.

Conditions for winning: Passing the whole board of “Path of Skills” by all members of a team first.

Timetable:

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
1. Organisational – ordering activities	Welcoming of the participants, discussion of the rules of the game.	Discussion	10 min	Participants are divided into two teams by drawing cards with two different symbols (e.g. square and circle). All participants play on the same board.

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
				<p>The goal of the players is to finish the whole board made from cards with tasks relating to the mobile applications from previous games. All participants cast the dice. The team which gains more points (sum of all casts of all team members) starts first. Then, the players of each team decide on the order of casting the dice. Each team is accompanied by an educator (game master). Participants receive a document/instruction with the rules of the game and the Conditions for winning. Educator answers all doubts of the participants.</p>
2. The proper game	Passing the board of the game.	Playing the game	60 min	<p>All players cast the dice alternately. After each throw, the player moves her/his pawn the appropriate number of fields. The player should do the task on which her/his pawn stops. The player has the time to finish the task, until the turn for all players to cast the dice passes. The team can help a player in solving the tasks. If a player solves a task, she/he is awarded a sticker and cast the dice again in the next round. If a player does not solve the task, he/she moves back one field and casts the dice again in the next round.</p> <p>The team whose members pass the whole board of “Path of Skills” first wins. Players of the opposite team can finish their play to gain</p>

Course of grammar	Description of the task (quest)	Method of realisation of the task	Time	Organisational – methodological remarks
				stickers for correct solutions to the tasks. The educator awards a sticker for each correctly done task.
3. Finishing the game	Counting the points and announcing the winning team.		10 min	Educators announce the winner. Educators count the stickers and write the result on the results board.
4. Ending the games	Counting the points of all games and announcing the winning team of the whole cycle of games.		15 min	Educators sum all results from the results board (of all ten games) and announce the winning team. Then, they award a prize to the winning team (it can be a GIANT SMILEY made from cardboard). Both teams take a photo together.
5. Summary	Each participant tells what was most important in the games and evaluates the games.	Discussion	10 min	Control task 9 – you are so drawn into the game that you would like to talk to your team for a moment. Find a good restaurant in London (place of residence), where you could have a dinner with your friends – cards are handed out with a white page up, seniors at the same time turn the pages and do the job, the observers measure the time of the control task. Satisfaction questionnaire.

INSTRUCTION FOR PLAYERS

Subject of the educational game – Path of Skills

Narrative goal – finishing the board game “Path of Skills” and doing drawn tasks.

Rules of the educational game:

Participants are divided into two teams [division from previous games]. All participants play on the same board.

The goal of the players is to finish the whole board made from cards with tasks relating to the mobile applications from previous games.

All participants cast the dice. The team which gains more points (sum of all casts of all team members) starts first. Then, the players of each team decide on the order of casting the dice.

All players cast the dice alternately. After each throw, the player moves her/his pawn the appropriate number of fields. The player should do the task on which her/his pawn stops. The player has the time to finish the task, until the turn for all players to cast the dice passes. The team can help a player in solving the tasks. If a player solves a task, she/he is awarded a sticker and cast the dice again in the next round. If a player does not solve the task, he/she moves back one field and casts the dice again in the next round.

The team whose members pass the whole board of “Path of Skills” first wins. Players of the opposite team can finish their play to gain stickers for correct solutions of the tasks.

The educator awards a sticker for each correctly done task.

Conditions for winning: Passing the whole board of “Path of Skills” by all members of a team first.



Make an audio recording of a fragment of a poem.

In pairs, record a fragment of your favourite film quote.

Record your visiting card (introduce yourself).

Record the sound of your favourite animal.

Make a recording of a shopping list, dictated by a team-mate.

Make an audio recording of this text:

„I saw Susie sitting in a shoe shine shop. Where she sits, she shines, and where she shines, she sits.”

Play it to your team.

Record a short interview using audio, with the selected person (course participant), in which you ask:

- » Please tell me what you studied/study?
- » Do you have a pet?
- » Do you prefer to spend your free time in the city or outside?

Record a video with greetings for someone.

Make a video in which each person from your team names their favourite book.

Make a video of yourself high-fiving all team members.

Record a welcoming cheer of your team.

Record a video of two persons talking.

Record a video of a team mate explaining how to record a video with a smartphone.

Take a photo of all the stickers you have managed to gather during the course.

Send your selfie as an attachment to a text message.

Make someone's portrait.

Take a photo of your group.

Take a picture of yourself against all other participants of the game and send to five friends using the WhatsApp application.

Set a route of the five largest cities in your country in alphabetical order.

Set a route from your current location to Budapest via Prague.

Check how much time it would take to go on a bike to Nairobi.

Using Google Maps, check how much time does it take to go by car from Barcelona to Warsaw.

Install the Booking.com application on your phone.

Install the application Ryanair on your phone.

Install an application helping you use public transport in your city.

Find an application dedicated to measuring physical activity.

Find an application dedicated to checking weather forecasts. Install it and check the weather for next week.

Find and install an application for editing your photos.

Install an application with discount coupons and check which restaurants offer their coupons.

Install the Groupon application and find a good offer.

Set a route from your current location to your home (by foot).

Set a route from the nearest airport to the nearest train station (for public transport).

Find your home on Google Maps by entering the address.

Find in Google Maps your favourite cafe/restaurant by writing its name in the search field.

Plan a route for public transport from your current location to your home.

Plan a route for public transport from your home to a teammate's home.

Take a picture with the front camera and the back camera of your phone. Compare which one has better quality.

Take a picture of the right hands of your teammates.

What is the name of the tower revealed by this code?



Scan the code. Answer the hidden question.



Scan the QR codes. Decide in which event would you rather participate?



Scan the QR codes. Ask other team members, if they would go to these places:



Inform a waiter in Romania, that you do not eat gluten.

When do you pay less for a flight from London to Rome? In July or in October?

Find a hotel nearest to the Zoo in Warsaw.

Using the TripAdvisor application, find three museums in Cracow.

In TripAdvisor application find three free attractions in Rome.

In the TripAdvisor application find the highest rated museum, restaurant, and hotel in Paris.

Record a short commentary on what is going on right now around you.

Record a fragment of your favourite fairy-tale with role-playing.

Using the WhatsApp application, send a text message with greetings to a chosen team mate.

Using WhatsApp application record an audio message, in which you tell what your favourite application is and why.

Send it to a teammate.

Send an audio file, using the WhatsApp application do one of your teammates.

Make a video about what is going on around you and send it using the WhatsApp application to one of your teammates.

Using the WhatsApp application, call one of your teammates and ask what the time of the end of today's class is.

Change the name of a chosen contact in WhatsApp.

Take a photo using zoom and send it with a signature using WhatsApp application to one of your teammates.

Send your selfie to a chosen contact in WhatsApp.

Take a photo of one of your teammates and send this same person this picture using WhatsApp.

Send, in a text message, greetings and two emoticons (smileys) to one person from your team.

In the WhatsApp application write to all teammates which classes you liked the best.

Send your picture (selfie) to all persons from your team.

Make a video in which every person from your team says what is their favourite place and send the video to the Educator.

Do a group selfie of your whole team, using the front camera.

Translate the names of these animals to German. Use the microphone (translation of audio).



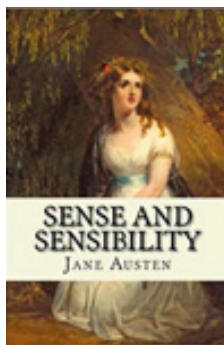
Use the handwriting option in Google Translate and translate the names of these sports from your native tongue to French.



Using the keyboard to translate this sentence using Google Translate to your native tongue:

“Gdzie jest dworzec kolejowy?”

Translate the book title to your native language using the camera option in Google Translate:



Using the camera option in Google Translate, translate this sentence into German:



Using the microphone in Google Translate, translate the names of these shapes to Italian:

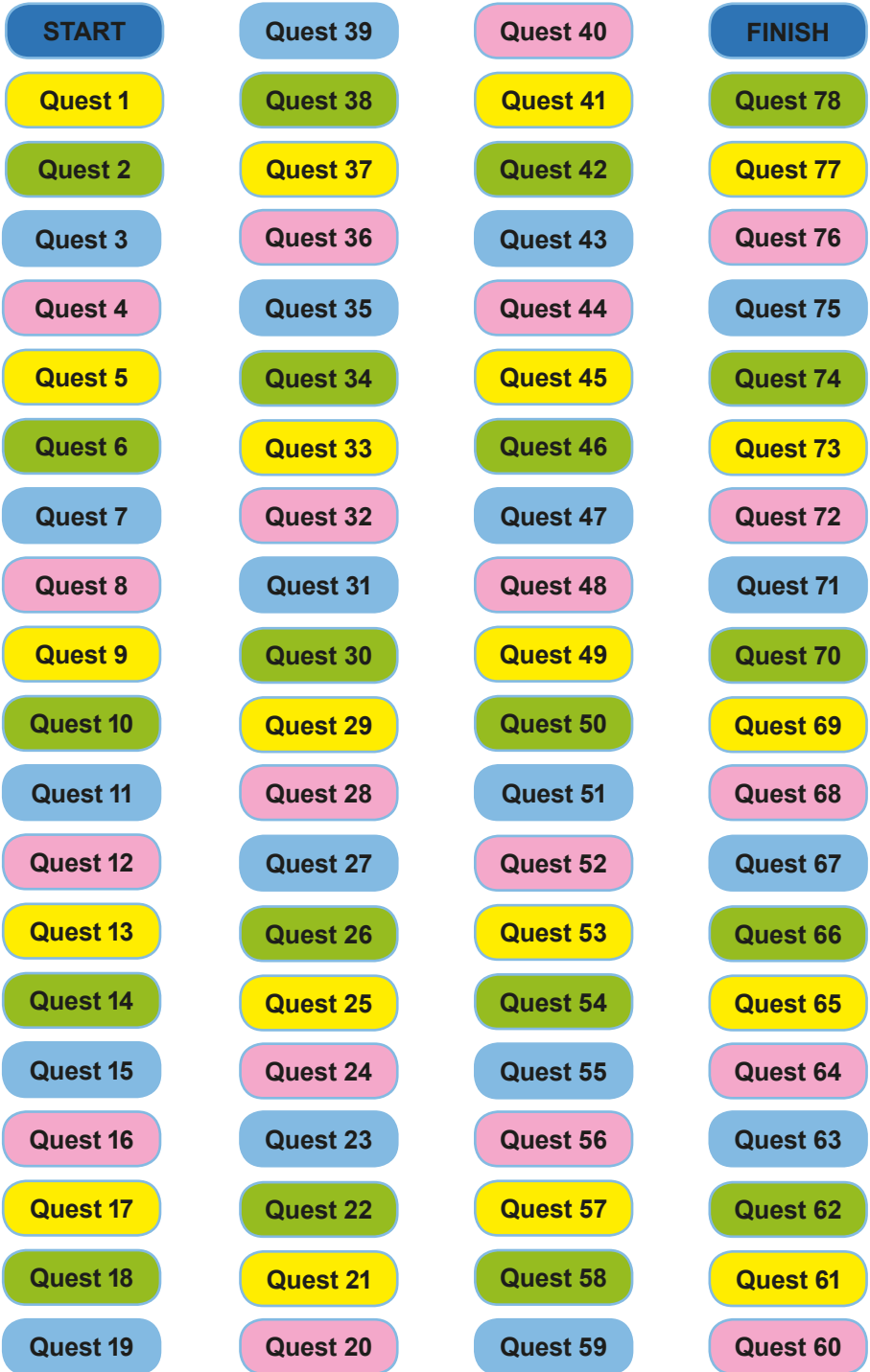


Translate this sentence to Polish language:

“Life is too short to wait”.

Translate this expression into English:

“Szczęśliwe zakończenie”.



CLASS SCENARIOS

SCENARIO 1 – GOOGLE PLAY AND APP STORE

Names of workshops – Acquiring practical skills in the field of ICT

Place of workshop – classroom

Participants – seniors 60+

Educators – Trained educators professionals

Time of workshop – max. 120 min

Didactic aids:

- Identifiers, lanyards and markers
- Smartphones with an internet connection
- Annex 1A – Instructions on how to use Google Play for installing the application Google Translate
- Annex 1B – Instructions on how to use App Store for installing the application Google Translate
- Annex 2A – Instructions on how to use Google Play for installing the application TripAdvisor
- Annex 2B – Instructions on how to use App Store for installing the application TripAdvisor
- Annex 3A – Instructions on how to use Google Play for installing the application QR Code Scanner
- Annex 3B – Instructions on how to use App Store for installing the application QR Code Scanner
- Annex 3A – Instructions on how to use Google Play for installing the application WhatsApp
- Annex 4A – Instructions on how to use App Store for installing the application WhatsApp
- Annex 5 – matching names to icons
- Annex 6 – recognising the application icons
- Annex 7 – recognizing the name of the application
- Materials necessary to resolve tasks 8–12 (scissors, a piece of paper, glue, pens, etc.)

Topic of the workshop – Google Play and App Store applications and integration of the participants

Learning objectives:

Main objective: Familiarizing and learning how to download and install applications in Google Play and App Store

Specific objectives:

- Participants learn how to use Google Play and App Store
- Participants understand why apps are useful in everyday life and why it is important to be open to other participants in the workshops
- Participants can download the applications from Google Play or App Store, and participants can cooperate in groups

Timetable:

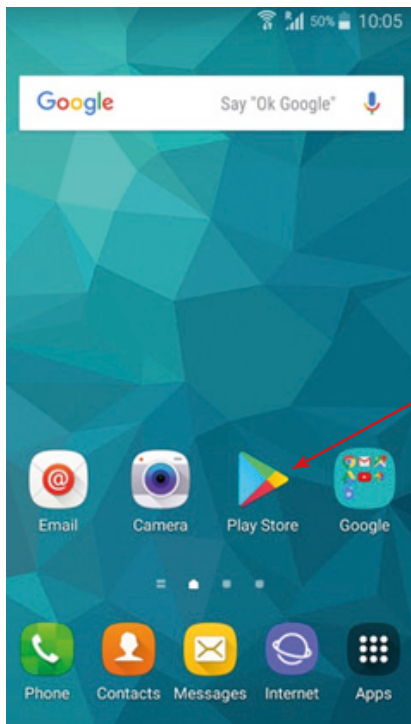
Activities	Description of the task	Method of realisation of the task	Time	Notes
1. Organisational and procedural activities	The educator welcomes participants and talks about the project.	Discussion, lecture – multimedia presentation	5 min	
2. Integration task no. 1	Each participant introduces herself/ himself and tells about her/his hobbies.		10 min	
3. Integration task no. 2	The educator divides participants into two teams. Each team has the same task to perform. The task is to build a tower from things that are around them. The tower should have a height of 50 cm, be built using a minimum of 3 different materials and should stand for 30 seconds.	Group work	15 min	Materials: paper, adhesive tape, scissors, plastic bottles, cartons, pasta for spaghetti, pencils, ruler
4. Getting to know and discussing the content of the workshop. Integration of new knowledge and skills with already	The educator shows how the Google Play and App Store icons look like, and where they are located in the smartphone. The educator explains how to use Google Play / App Store,	Discussion, lecture – multimedia presentation. Practical exercises	20 min	Annex 1A and 1B; smartphones

Activities	Description of the task	Method of realisation of the task	Time	Notes
acquired ones and their systematisation – Google Play	on the example of the Google Translate. All participants follow the educator step by step			
5. Getting to know and discussing the content of the workshop. Integration of new knowledge and skills with already acquired ones and their systematisation – TripAdvisor	The educator shows how the TripAdvisor icon looks like and how to download the application using Google Play. All participants follow the educator step by step.	Discussion, lecture – multimedia presentation. Practical exercises	15 min	Annex 2A and 2B; smartphones
6. Getting to know and discussing the content of the workshop. Integration of new knowledge and skills with already acquired ones and their systematisation – QR Code Scanner	The educator shows how the QR Code Scanner icon looks like and how to download the application using Google Play. All participants follow the educator step by step.	Discussion, lecture – multimedia presentation. Practical exercises	15 min	Annex 3A and 3B; smartphones
7. Getting to know and discussing the content of the workshop. Integration of new knowledge and skills with already	The educator shows WhatsApp application and how to download the application using Google Play. All participants follow the educator step by step.	Discussion, lecture – multimedia presentation. Practical exercises	25 min	Annex 4; smartphones

Activities	Description of the task	Method of realisation of the task	Time	Notes
acquired ones and their systematisation - WhatsApp				
8. Consolidation of new knowledge and skills by attempting to use them in new situations - Memorising icons	The task is to match icons to names. Participants carry out this task in pairs.	Practical exercises	5 min	Annex 5, 6, 7
9. Summary and completion of the workshop	The educator summarises all materials. Each participant talks about what was most important to them in the workshop and how they assess it. Participants can ask questions about what they did not understand.	Discussion	10 min	Satisfaction questionnaire

HOW TO USE THE GOOGLE PLAY STORE TO INSTALL THE GOOGLE TRANSLATE APP

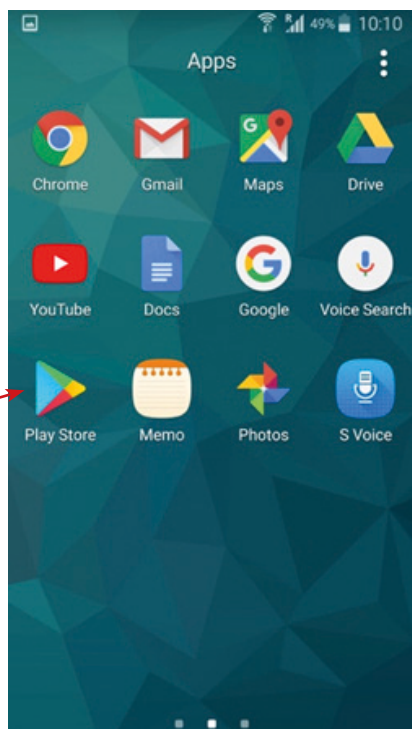
1. Find on your mobile the icon of Google Play Store. The icon could be on "Home" screen.



If you cannot find the icon on "Home" screen, look in the menu of your mobile phone

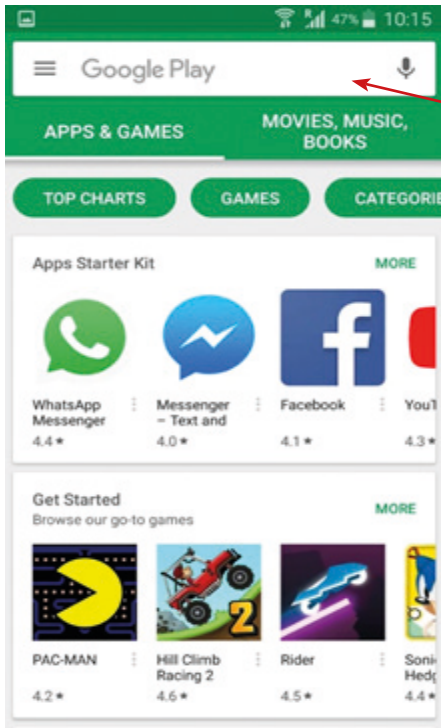
The icon of Google Play Store

2. Tap on the icon of Google Play Store.



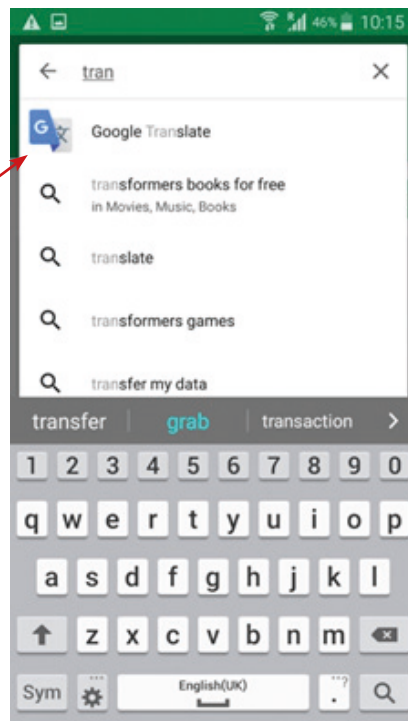
The icon of Google Play Store

3. Now you should see the Google Play Store search bar.



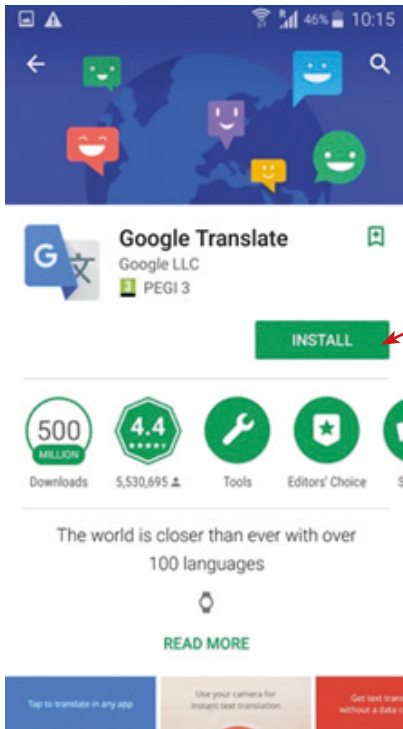
Write here what app you need

4. For example: type "Google Translate".



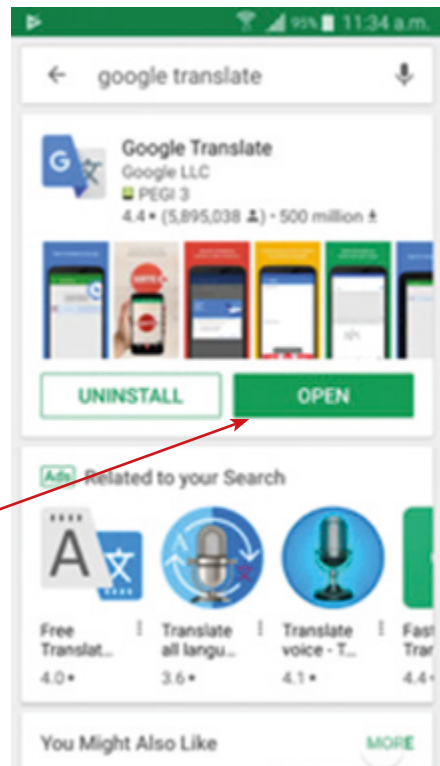
Now tap on the icon that you need from the list

5. Now that the app window is open in Google Play Store, you can “Download” / “Install”.



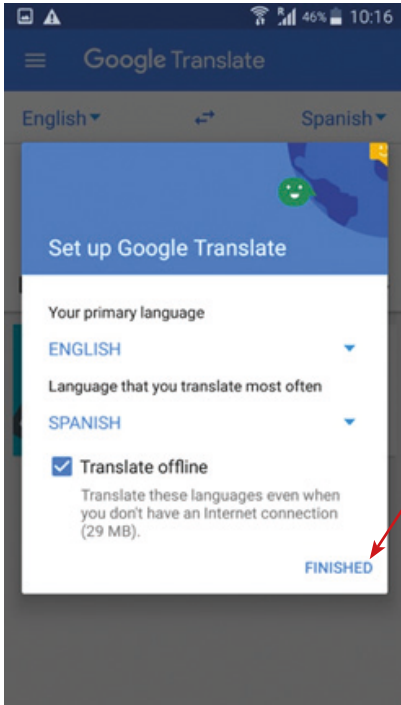
Tap on the “Install” button

6. When you tap “Install” app should be now downloading. When application will be installed you should see the icon “Open” – tap on it.



Tap on the icon “Open”

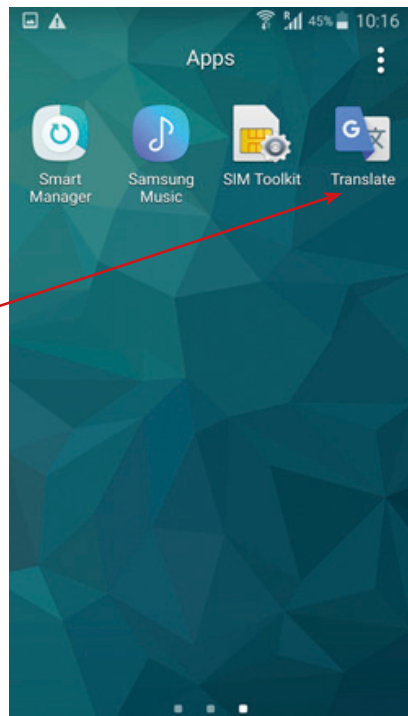
7. You may see the question about access to data of your mobile phone. Please tap “Yes” / “I agree” / “I allow”. The question about configurations of application may appear. Please, set application how you need.



Tap on the icon “Finished”

8. Well done! Now you can use the Google Play Store and you have app “Google Translate”.

9. In menu your mobile phone you should see the icon “Google Translate”.



Tap on the icon “Google Translate”



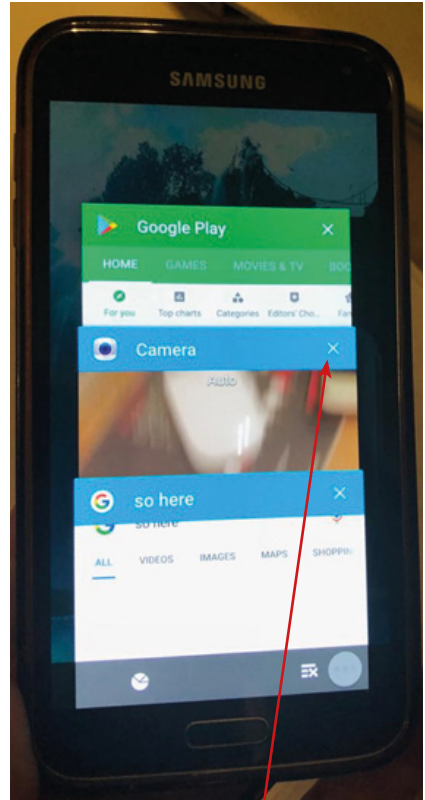
10. To exit the app, click or tap the “Home” button.

11. When you come to the “Home screen”, tap the button next to the “Home” button and tap the “X” of swipe opened windows.



Tap the button

Click or tap the “Home” button

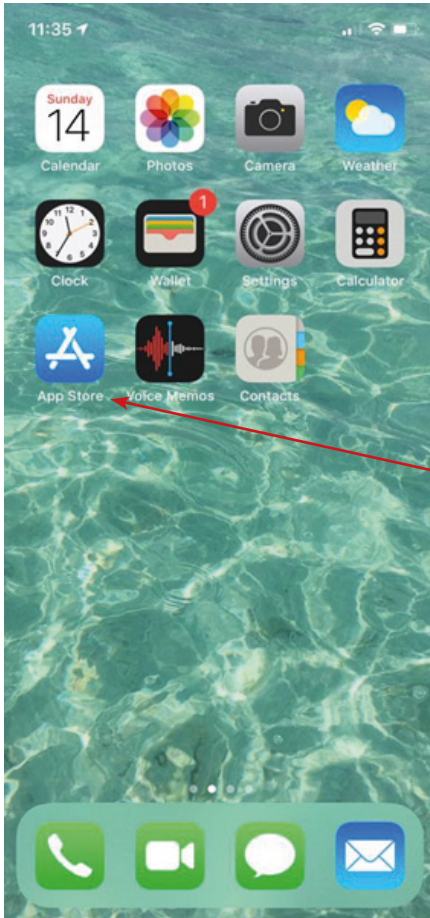


Tap the “X” or swipe opened windows



HOW TO USE THE APP STORE TO INSTALL THE GOOGLE TRANSLATE APP

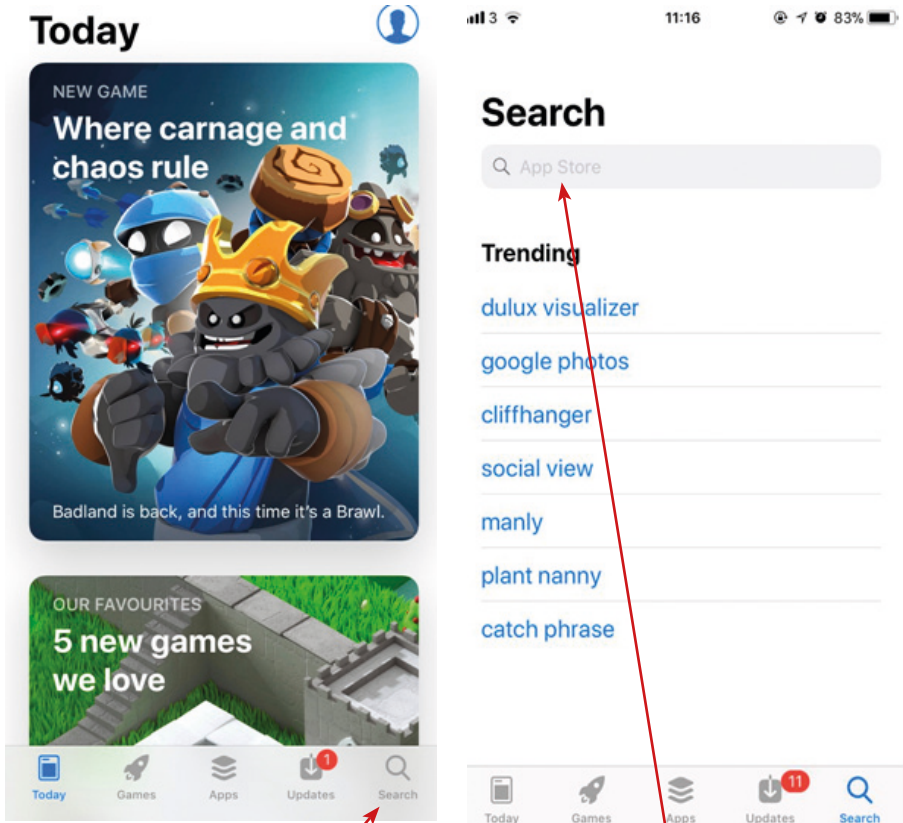
1. Find on your mobile the icon of App Store. The icon could be on “Home” screen.



The icon of App Store

2. Tap on the icon of App Store.

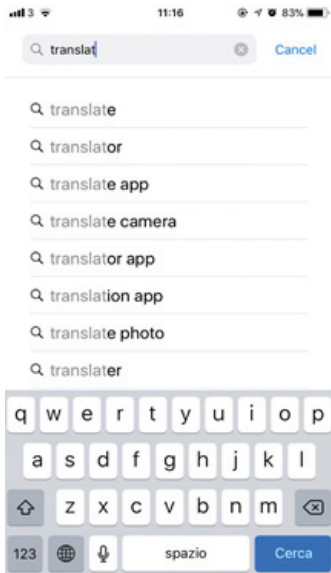
3. You should see the main screen of the App Store.



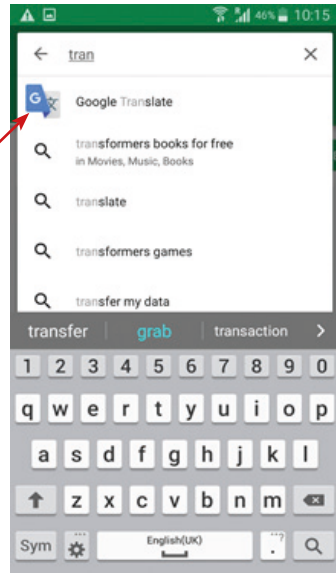
Tap the search

Write here what app you need

4. For example: type “Google Translate”.



Now tap on the icon that you need from the list



5. Now, that the app window is open in App Store, you can “Get” or “Open” the app.

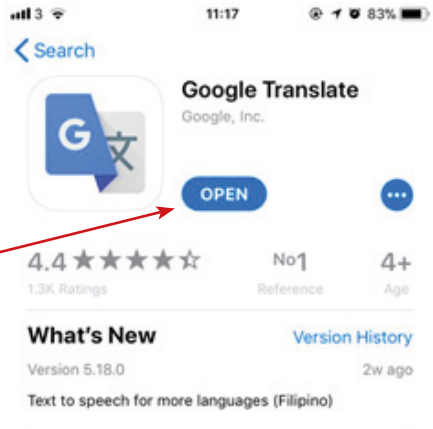


Tap on the icon “Get” or a “Blue Cloud” image

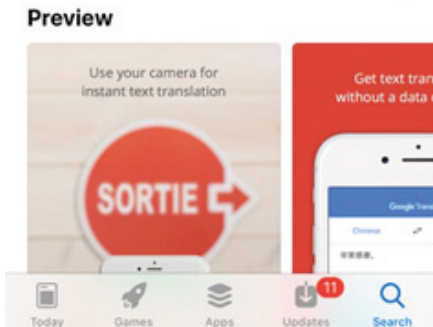
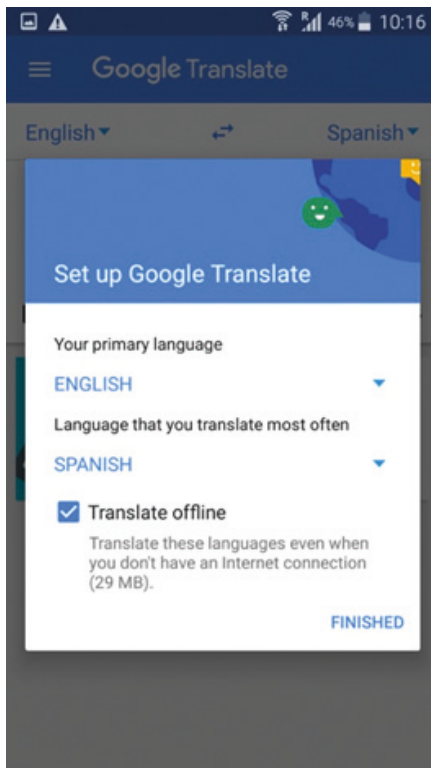


6. When you tap “Get” or “Blue Cloud” the app should be downloading. When app is installed you should see the icon “Open” – tap on it.

Tap on the icon “Open”



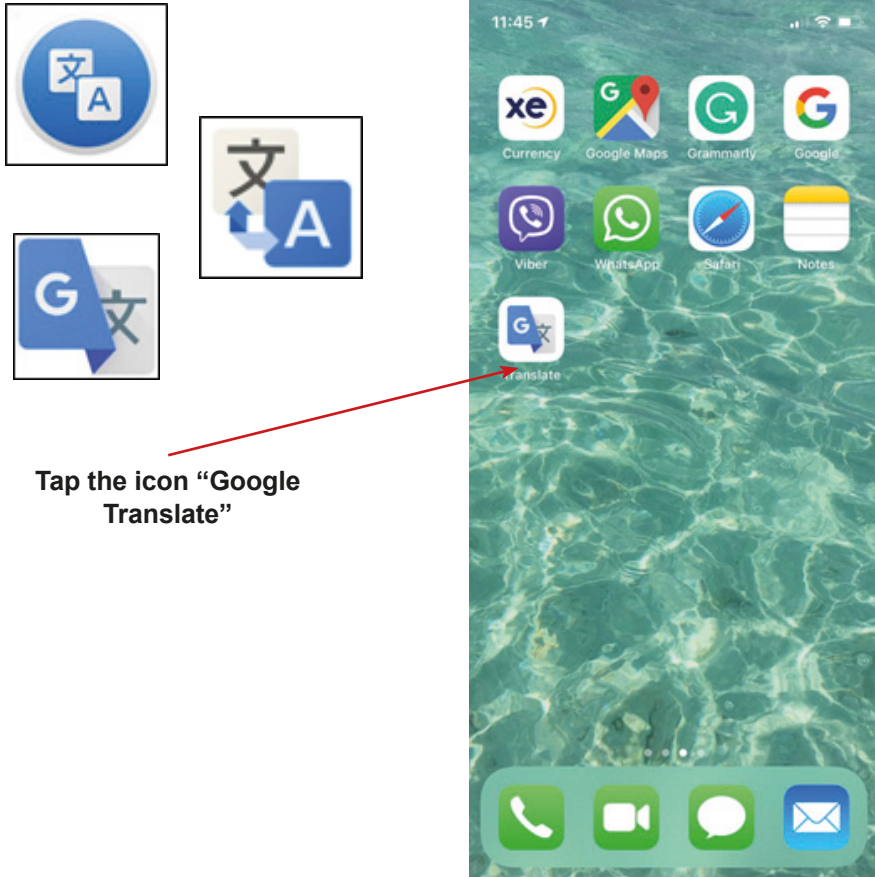
7. You might see the question about access to data of your mobile phone. Please tap “Yes” / “I agree” / “I allow”.



The question about configurations of app may appear. Please, set up the app following the passages on your phone in line with your needs.

8. Well done! Now you can use the App Store and you have installed the app Google Translate.

9. Back to the main screen. In the menu of your mobile phone you should see the icon for the Google Translate app.



Tap the icon “Google Translate”

10. To close app completely: double-click the “Home” button to bring up the fast app switcher.

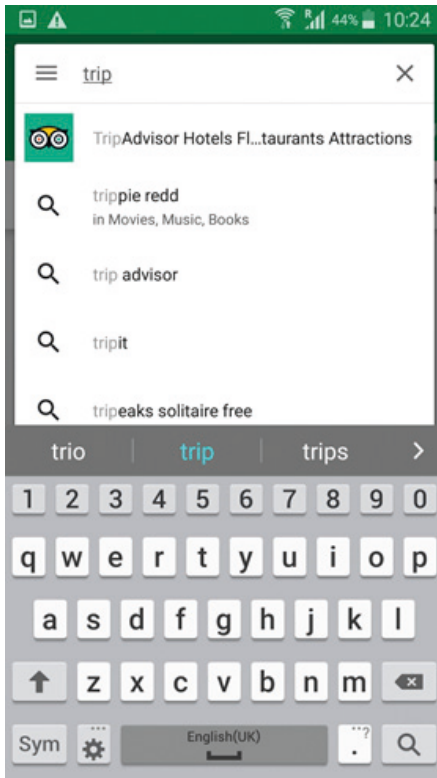
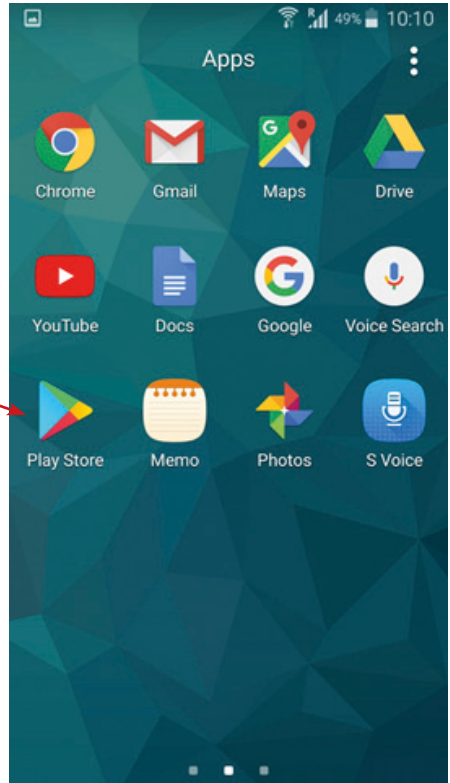
11. Navigate to the app screen you want to quit.

12. Swipe up on the app card you wish to shut down by flicking it up and off the screen.

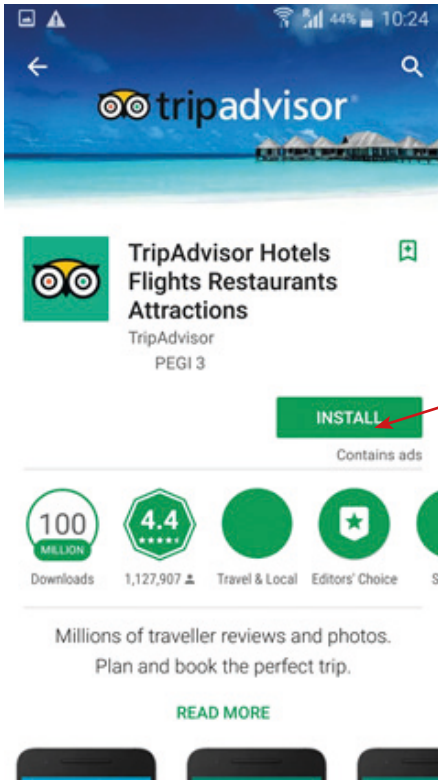
INSTALLING THE TRIPADVISOR APP

1. Find the “Google Play Store” icon on your mobile phone and tap on it.

Tap here



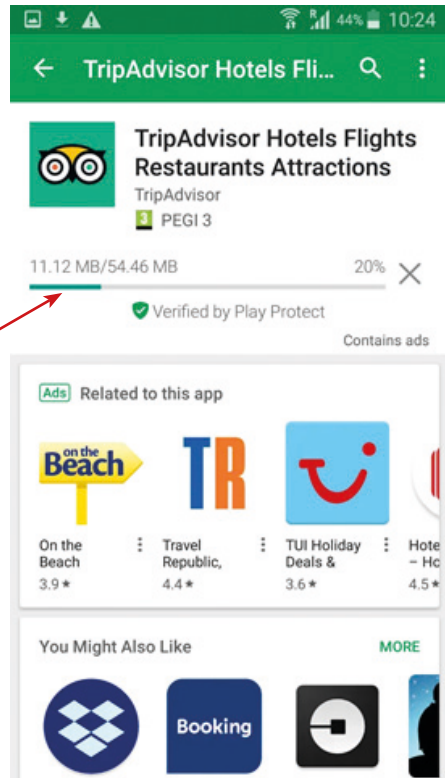
2. In Google Play Store write “TripAdvisor”.



3. When you find the TripAdvisor app tap “Install”.

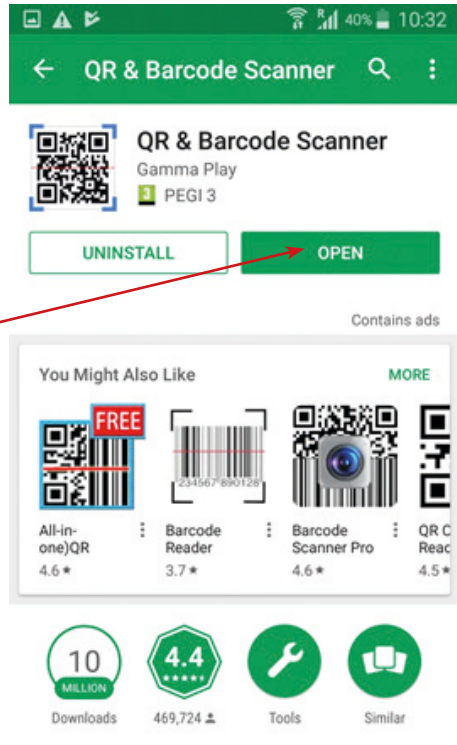
Tap here

4. You should see a line which shows you the progress of the app installation.

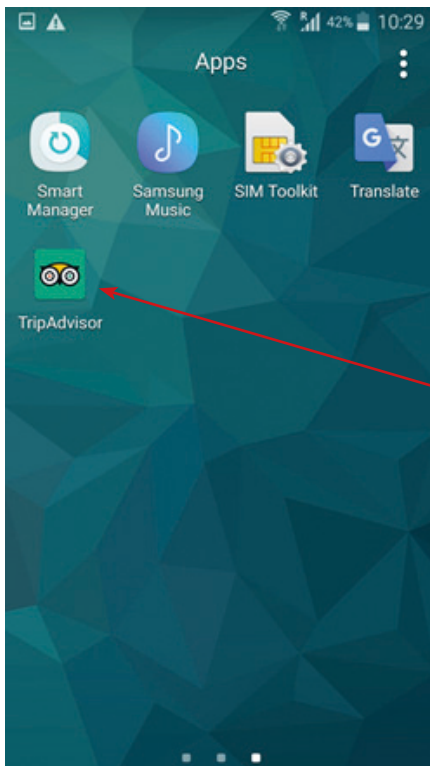


Here you can see the installation progress

5. When the app is downloaded, tap on “Open”.



Tap “Open”



6. Now the app should be installed on your mobile phone. Close the app and check your menu. There you should see the “TripAdvisor” icon.

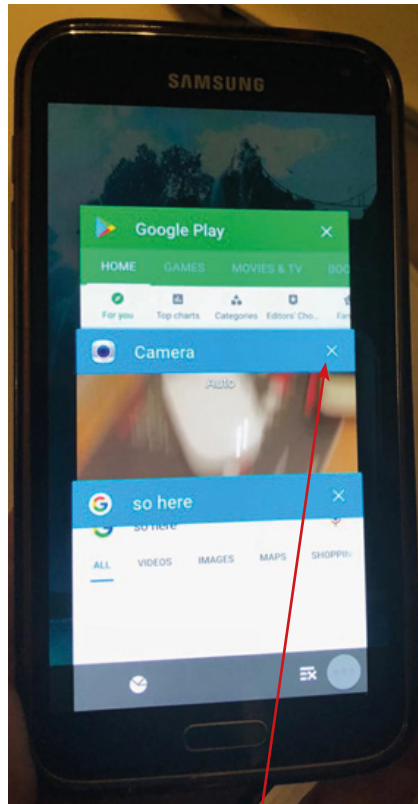
“TripAdvisor” icon

- 7. To exit the app, click or tap the “Home” button.
- 8. When you come to the “Home screen”, tap the button next to the “Home” button and tap the “X” of swipe opened windows.



Tap the button

Click or tap the “Home” button



Tap the “X” or swipe opened windows

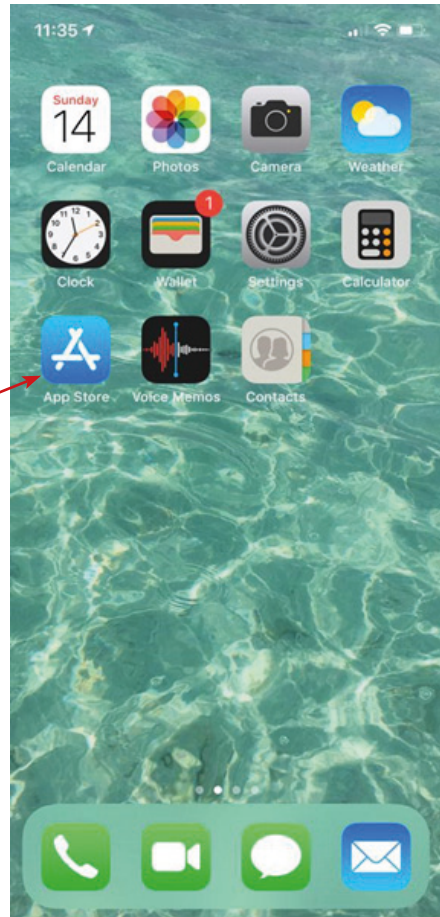


INSTALLING THE TRIPADVISOR APP

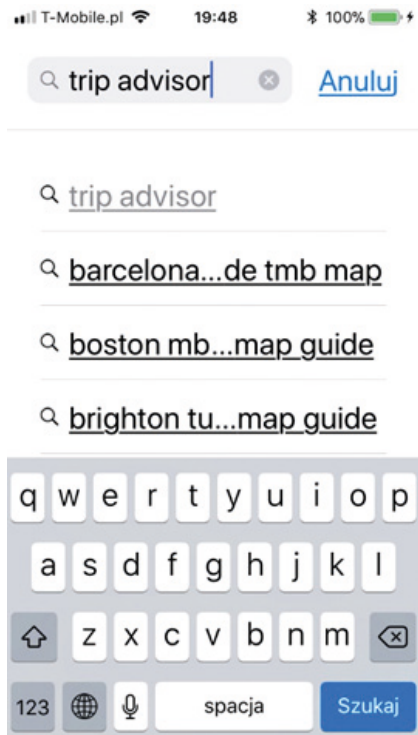
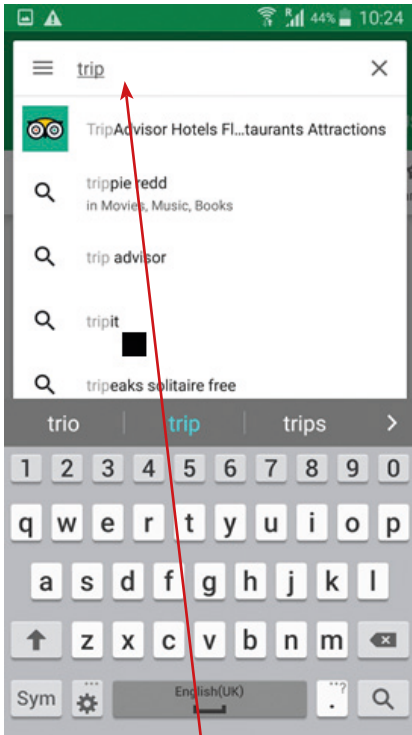
1. Find the “App Store” icon on your mobile phone and tap on it.



Tap here



2. In the App Store write “TripAdvisor”.



Write here

3. When you find TripAdvisor app tap “Get” or the “Blue Cloud”.
4. You should see a line which shows you the progress of the app installation.



**TripAdvisor Hotels
Restaurants**

Latest reviews. Lowest prices.

GET

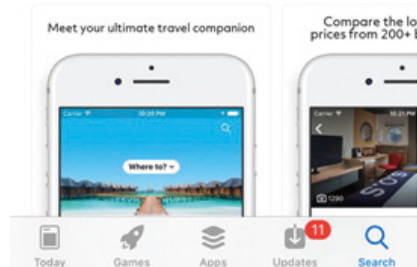
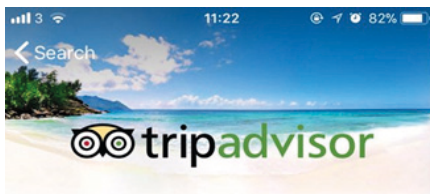


3.7 ★★★★★
2.84K Ratings

No10
Travel

4+
Age

Tap here



**TripAdvisor Hotels
Restaurants**

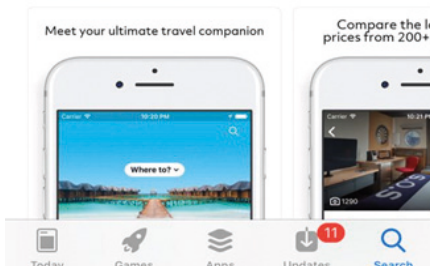
Latest reviews. Lowest prices.

3.7 ★★★★★
2.84K Ratings

No10
Travel

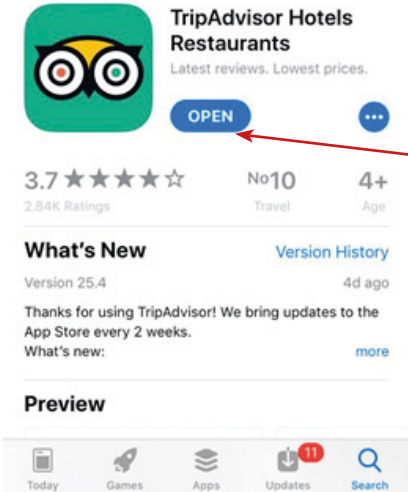
4+
Age

**Here you can see the
installation progress**



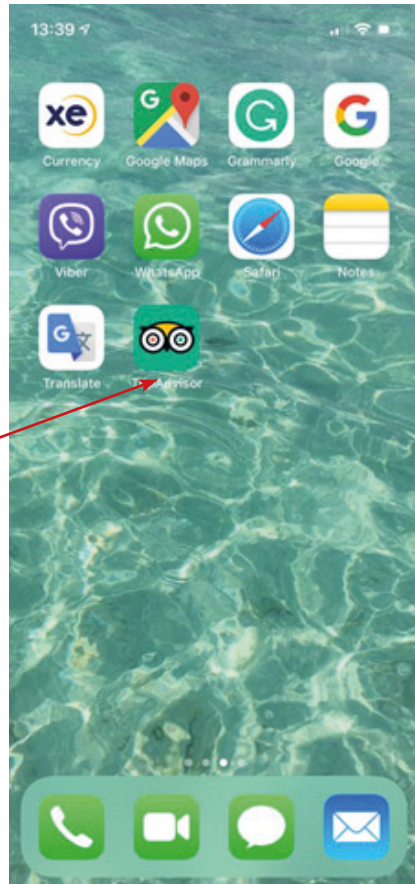


5. When the app is downloaded, tap on “Open”.



Tap “Open”

6. Now the app should be installed on your mobile phone. Close the app and check your menu. There you should see the “TripAdvisor” icon.



“TripAdvisor” icon

7. To close app completely: double-click the “Home” button to bring up the fast app switcher.

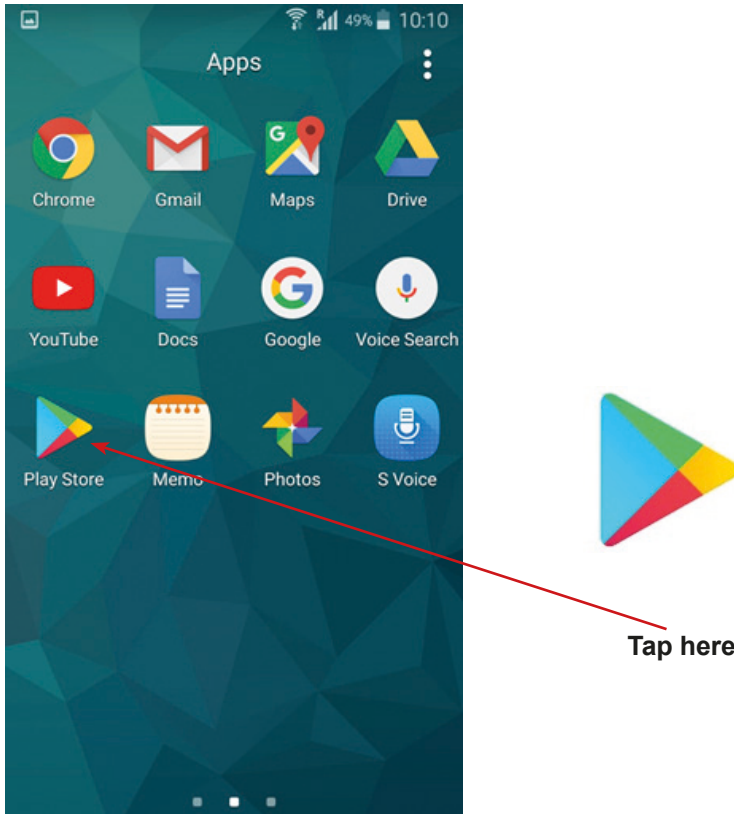
8. Navigate to the app screen you want to quit.

9. Swipe up on the app card you wish to shut down by flicking it up and off the screen.

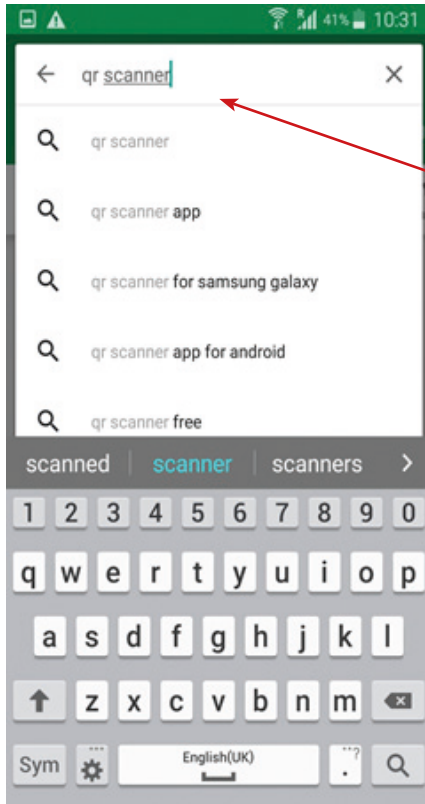


INSTALLING THE QR CODE APP

1. Find the “Google Play Store” icon on your mobile phone and tap on it.

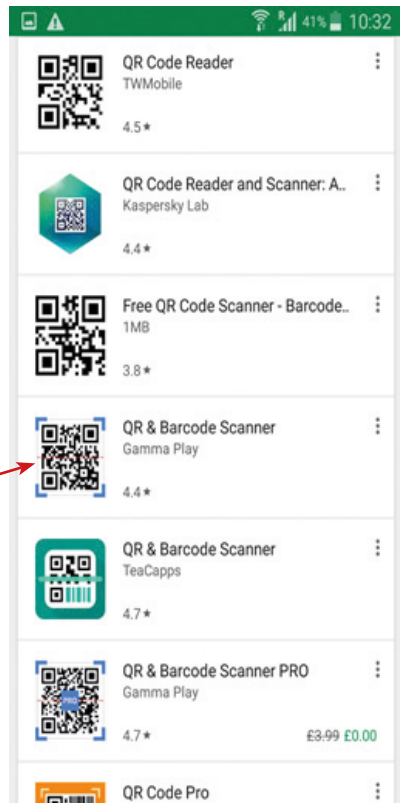


2. In Google Play Store write “QR”.



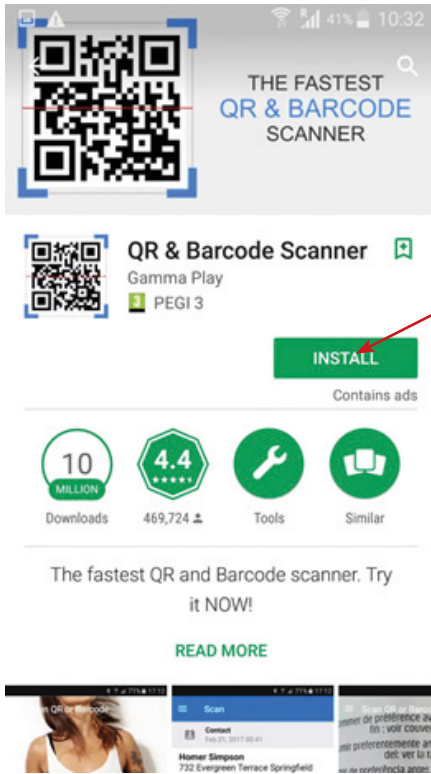
Write here

3. When you find the QR Code app, for example “QR & Bar Code Scanner” tap on it.



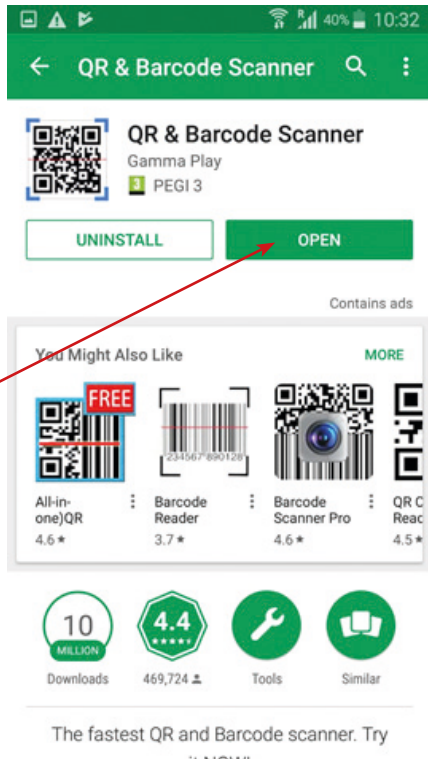
Tap here

4. After that, tap “Install”.



Tap “Install”

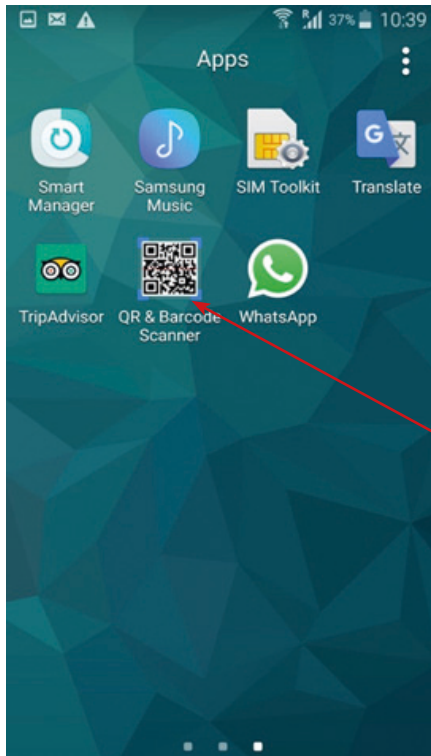
5. When the app is downloaded, tap on “Open”.



Tap “Open”

6. It will ask you to access your camera – tap “Yes” / “I Agree” / “Allow”.
Close the app.

7. Now the app should be installed on your mobile phone. Close the app and check your menu. There you should see “QR & Bar Code Scanner” icon.



“QR & Bar Code Scanner” icon

8. Well done! You did it! You installed a new app “QR & Bar Code Scanner”!

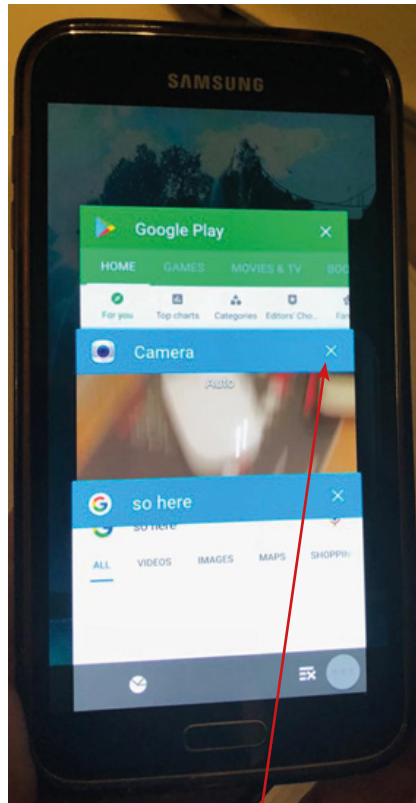
9. To exit the app, click or tap the “Home” button.

10. When you come to the “Home screen”, tap the button next to the “Home” button and tap the “X” of swipe opened windows.



Tap the button

Click or tap the
“Home” button



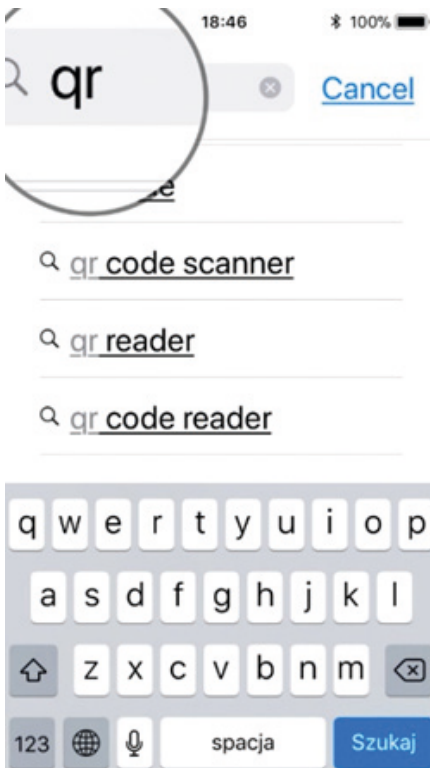
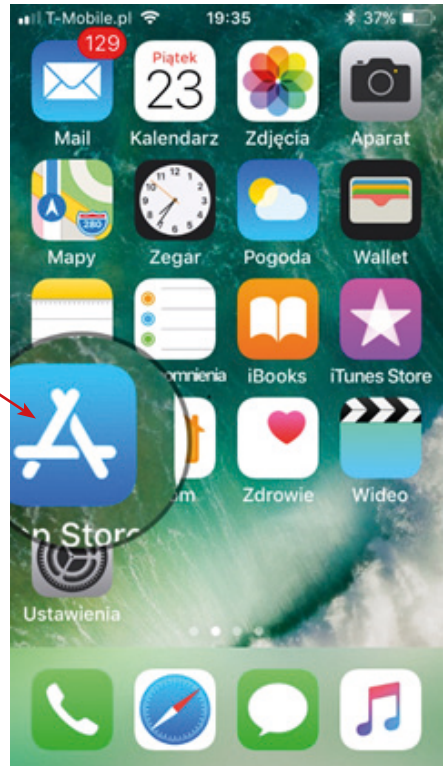
Tap the “X” or swipe
opened windows



INSTALLING THE QR CODE APP

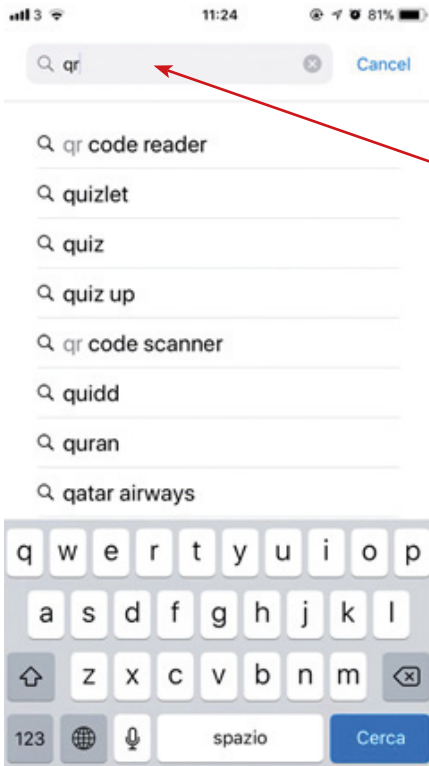
1. Find the “App Store” icon on your mobile phone and tap on it.

Tap here



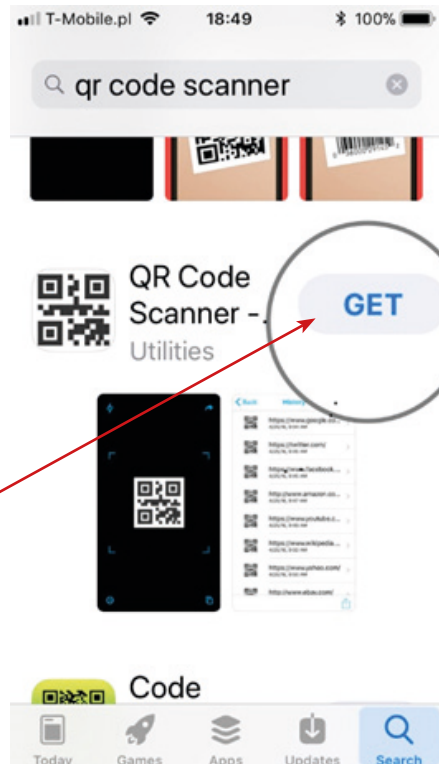
2. In the App Store write “QR”.

3. In App Store write “QR”.



Write here

4. When you find the QR Code app, for example “QR Code Scanner” / “Reader” tap “Install”.

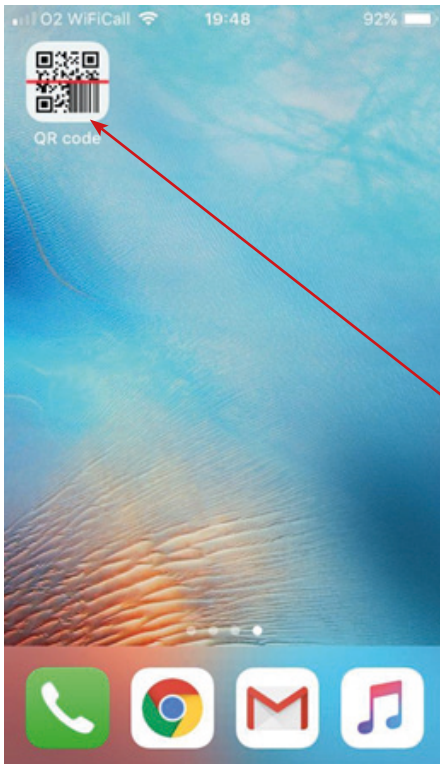
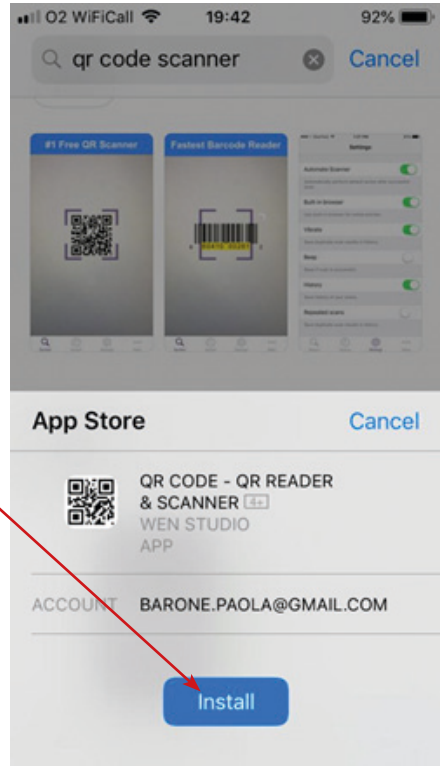


Tap “Get” or the “Blue Cloud” icon

5. It will ask you to access your camera – tap "Yes" / "I Agree" / "Allow".
Close the app.

6. Now the app should be installed
on your mobile phone. Close the app
and check your menu. There you
should see "QR Code" icon.

Tap "Install"



7. Well done! You did it!
You installed a new app
"QR Code"!

"QR Code" icon

8. To close app completely: double-click the “Home” button to bring up the fast app switcher.

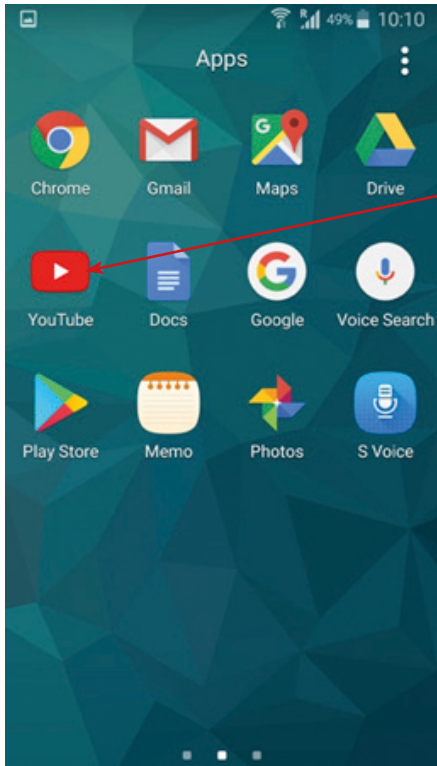
9. Navigate to the app screen you want to quit.

10. Swipe up on the app card you wish to shut down by flicking it up and off the screen.



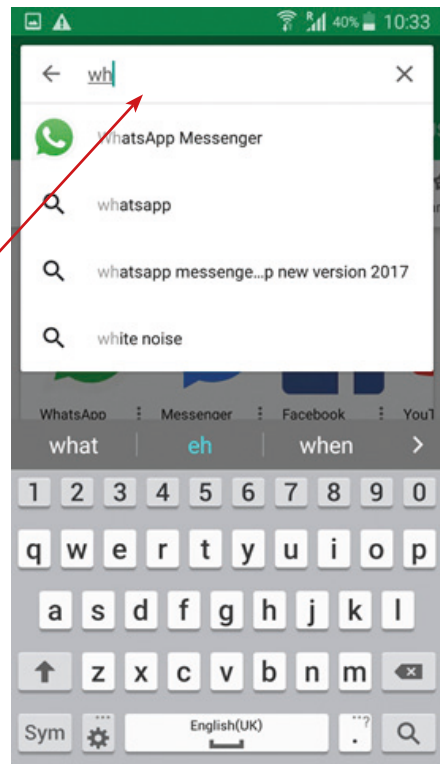
INSTALLING THE WHATSAPP APP

1. Find on your mobile the icon of Google Play Store.



Tap here

2. In the Google Play Store search bar write "WhatsApp".



Write here "WhatsApp"

3. Please tap “Install”.



Tap here

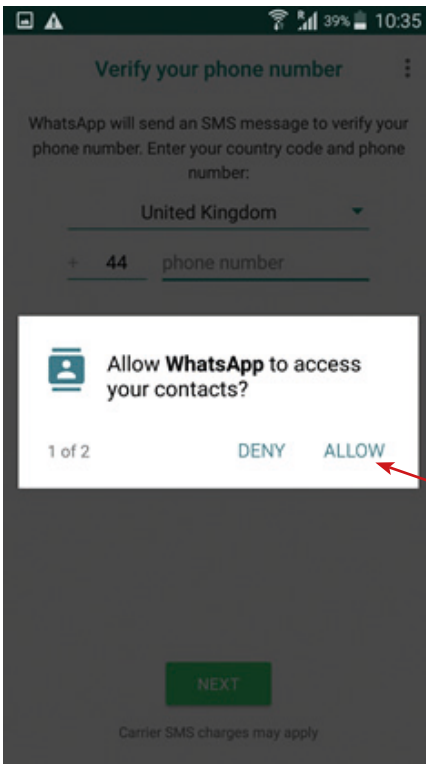
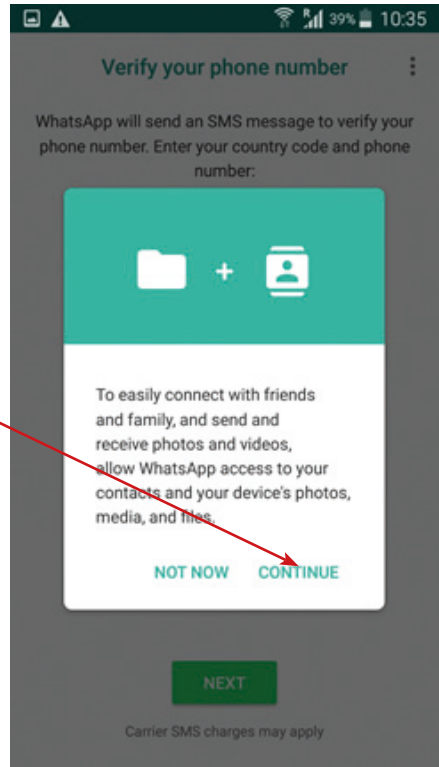
4. Then you need to accept the Terms of Service and Privacy Policy.



Tap “Agree and Continue”

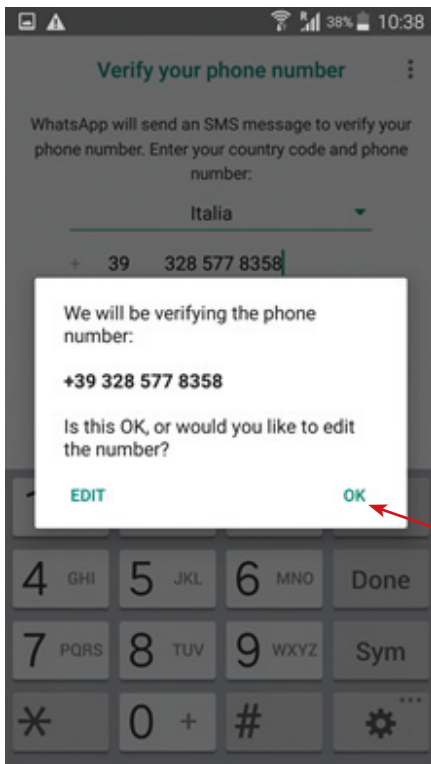
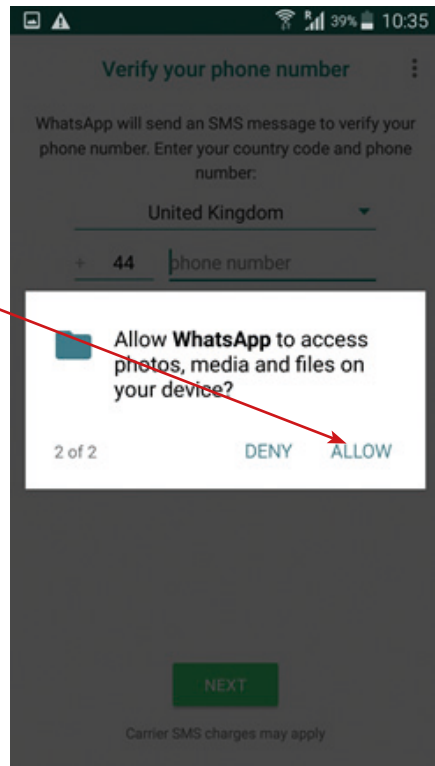
5. App will ask you about access to your contacts, photos, media and files – tap “Continue”.

Tap “Continue”



Tap “Allow”

Tap "Allow" one more time



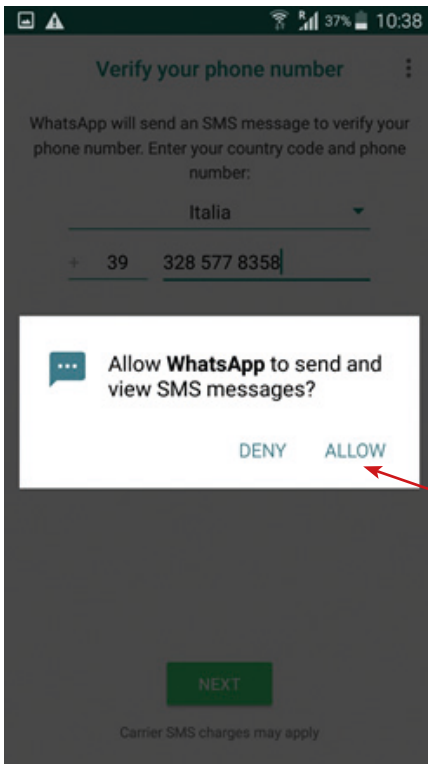
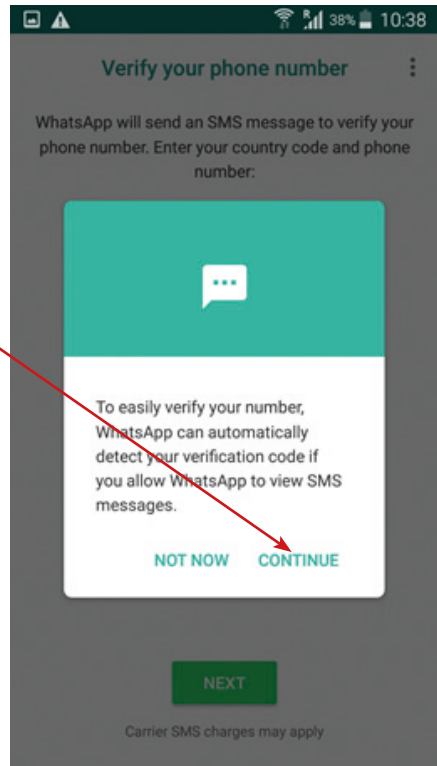
6. Next, app asks you about your number of phone – please enter your number.

7. Information about verification of number will appear – tap "OK".

Tap "OK"

8. Question about access to your messages will be asked – tap “Continue”, and next “Allow”.

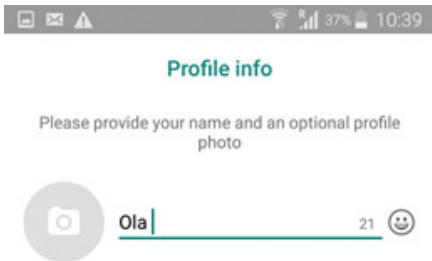
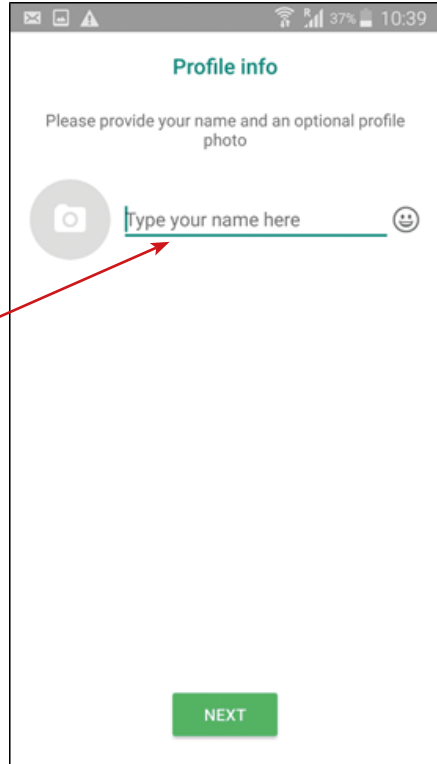
Tap “Continue”



Tap “Allow”

9. The next step is writing your name or nick.

Here write your name



10. When you write your name, please tap "Next" / "Continue".

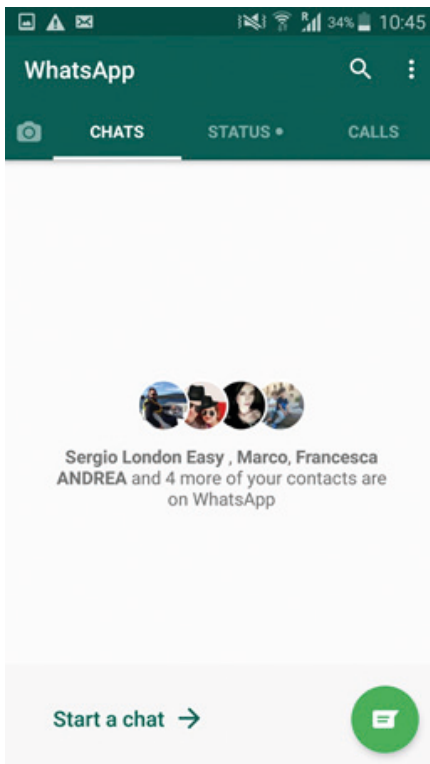


Tap here

11. When you tap “Next” the app will be preparing to open – please wait a moment.



Welcome to WhatsApp



12. The WhatsApp is working – Well done! You can close app by clicking or tapping on “Home” button.

13. Check your desktop – there should be the icon of WhatsApp.

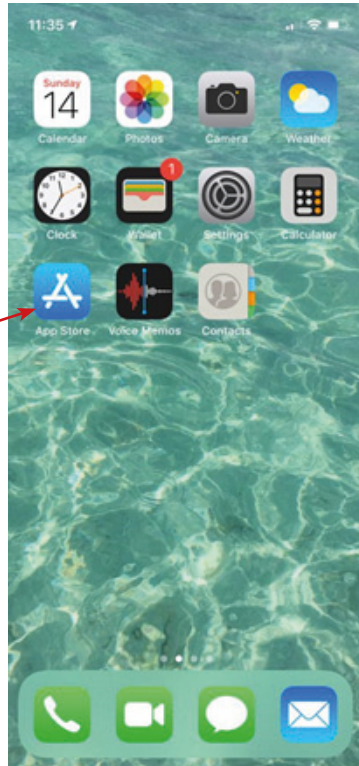
The icon of WhatsApp



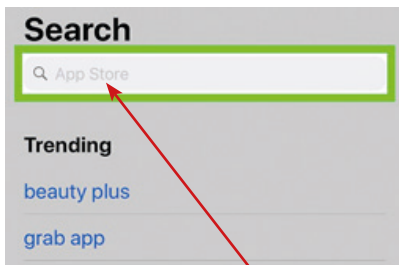
INSTALLING THE WHATSAPP APP

1. Find in your mobile phone the icon of App Store and tap on it.

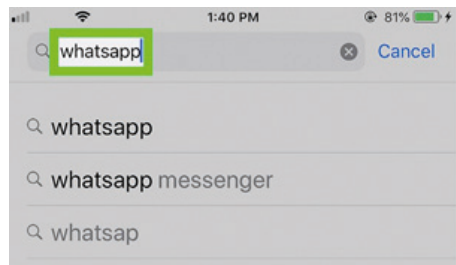
Tap here



2. In the search bar of the App Store write “WhatsApp”.



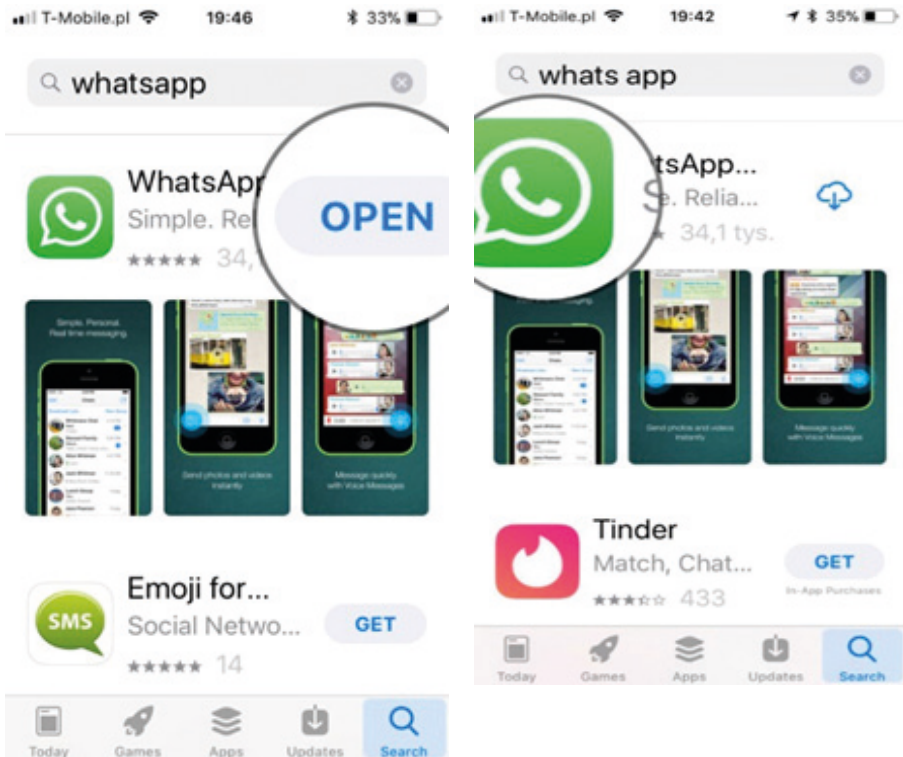
Write here



3. Please tap “Get”, “Open” or “Blue Cloud”.

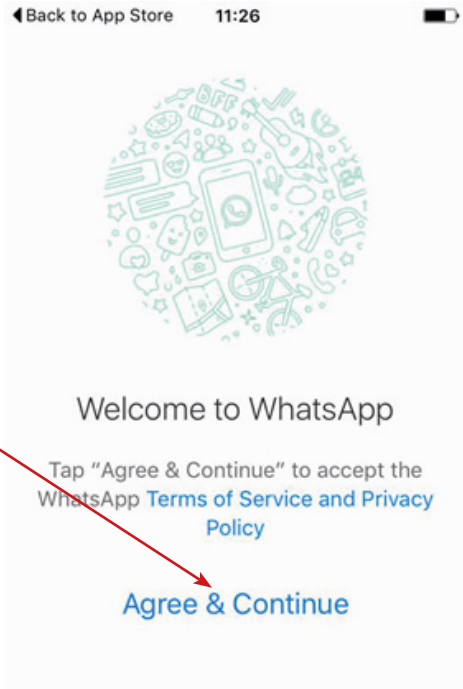


Tap here

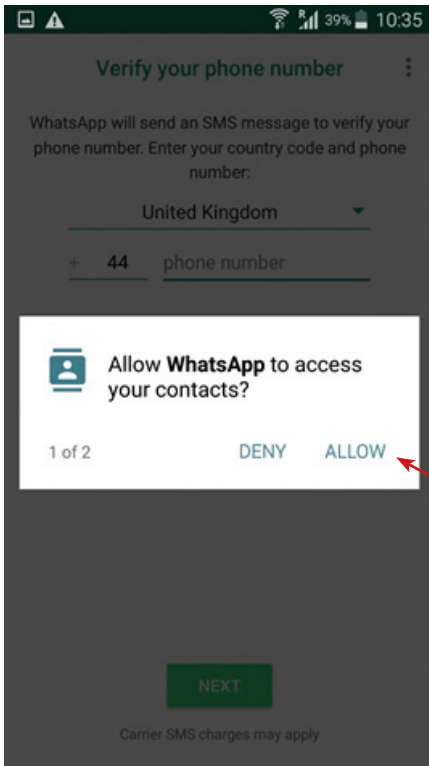


4. Then you need to accept the Terms of Service and Privacy Policy.

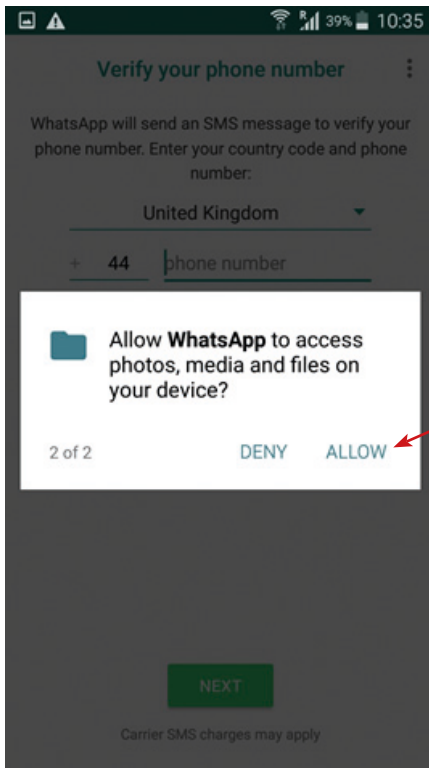
Tap „Agree & Continue”



5. App asks you about access to your contacts, photos and movies – tap “Allow” or “OK”.

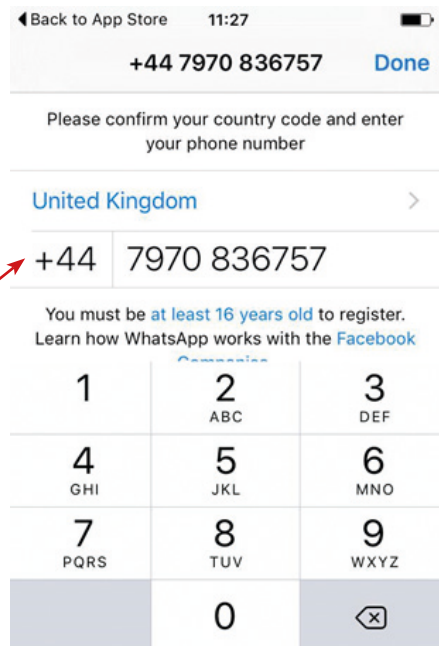


Tap „Allow”



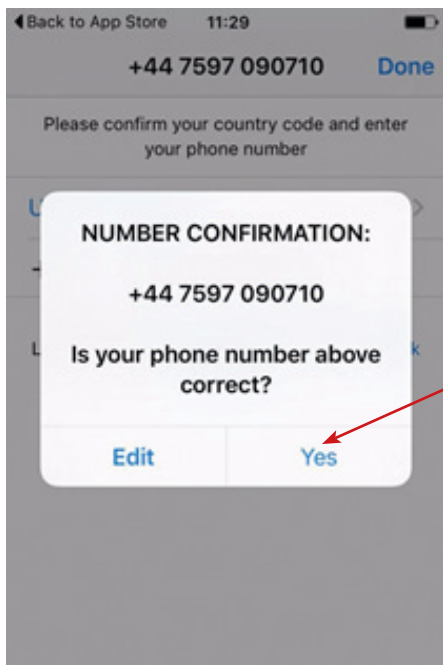
Tap "Allow"

6. Next, the app asks you about your phone number – enter the number.



Tap number here

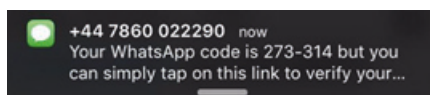
7. Information about verification of number will appear – tap “OK” or “Yes”.



Tap “Yes” or “OK”

8. Question about access to your messages will be asked – please – tap “Continue”, and next “Allow”.

9. Next, the app informs that a verification code has been sent. Write it.



We have sent you an SMS with a code to the number above.

To complete your phone number verification, please enter the 6-digit activation code.

Write it here



10. The next step is writing your name or nick.

Write your name here

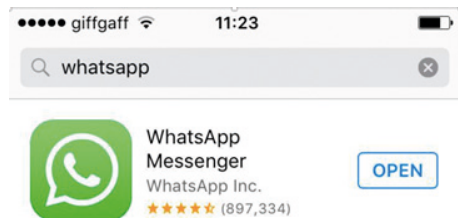


11. When you write your name, please tap “Next” / “Continue”.

Tap here



12. When you tap “Next” the app will be preparing to open – please wait a moment.



13. The WhatsApp is working – well done! Check the screen of your phone; there should be the icon of WhatsApp.

Please match names to icons



camera

TripAdvisor

Google Play

Google Maps

Google Translate

QR Scanner

WhatsApp

Dictaphone / Sound recorder

You should recognise the icons of the application to downloading a new application. Which icon do you use to download a new application on your mobile phone?

a)



b)



c)



d)



e)



What should you use to find and download the new application on your mobile phone?

a)

b)

c)

d)

e)

SCENARIO 2 – QR CODES

Name of a series of workshops – The acquisition of practical skills related to ICT

Place of execution – seminar room

Participants in the workshops – senior citizens 60+

Educators – trained educators professionals

Duration of the workshop – 120 min

Didactic aids:

- Computer, multimedia projector, smartphones with Internet access
- Annex 1 – Instructions on how to use the QR scanner app
- Annex 5 – Cards with codes of historic sites or events organised in the city
- Items containing QR codes, e.g. magazines, books, packaging – the QR codes should be prepared before the classes

Topic of the workshop – QR codes

Learning objectives:

Main objective – To acquire and improve skills in using the QR code scan applications.

Specific objectives:

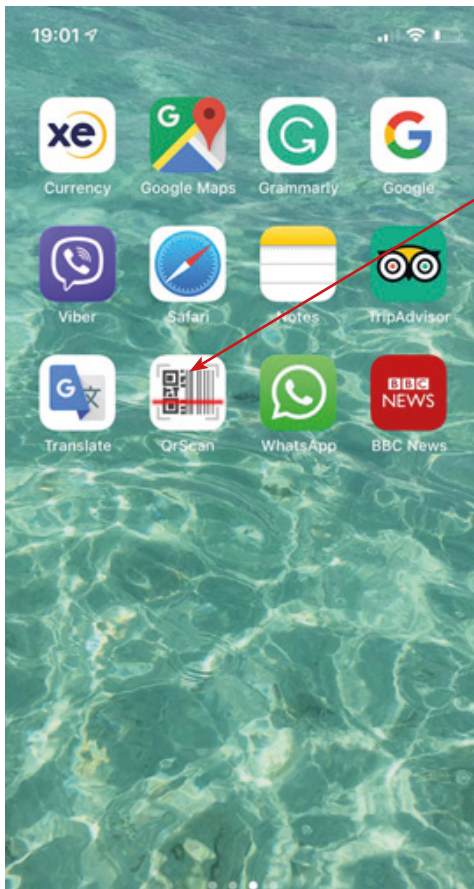
- Getting familiar with the application QR Code Reade
- Understanding the need to use an application to scan QR codes in everyday life
- Learning how to read the information contained in QR codes, and to cooperate in the group

Activities	Description of the task	Method of realisation of the task	Time	Notes
1. Organisational – ordering activities	Greetings, presentation of the workshop objectives.	Discussion	10 min	
2. Review and discussion of the workshop content	What are QR codes? Where do we use QR codes? When and in what situations where they used by students? The educator summarises the discussion, provides basic information about QR codes and how to use these applications.	Discussion, lecture – multimedia presentation	30 min	Annex 1
3. Consolidation of new information and skills by attempting to use them in new situations	Using the QR application in practice. Using the application, each participant reads QR codes from didactic aids prepared by the educator. Each participant presents the most interesting information coded inside the QR code.	Practical exercises	40 min	E.g. newspapers, books, packaging, web pages, codes with information about the history of the city. It should be prepared before the classes.
4. Checking how participants master the new knowledge and skills	Division of participants into four teams (3 persons each). Each team represents a short story about the history of the site or the object coded using QR.	Practical exercises	30 min	Codes with information about the history of the city (annex 5). It should be prepared before the lesson.
5. Summary and end of the workshop	Participants talk about the most important elements of the workshop and assess it.	Discussion	10 min	Control task 1 (installation of a healthy shopping (or similar) application) – the cards are handed out with the white side up, the seniors simultaneously turn over the cards and perform the task, the observers measure the time of the control task. Satisfaction questionnaire.

THE INSTRUCTION FOR USING THE QR CODE SCANNER AND READER APP

App QR Code Reader and Scanner is used for scanning QR codes, that bring directly to a certain website. This way one can quickly access information related to particular products, films, articles, and in our project – riddles and additional information. How to use the application?

1. Tap the “QR Code Reader” icon.

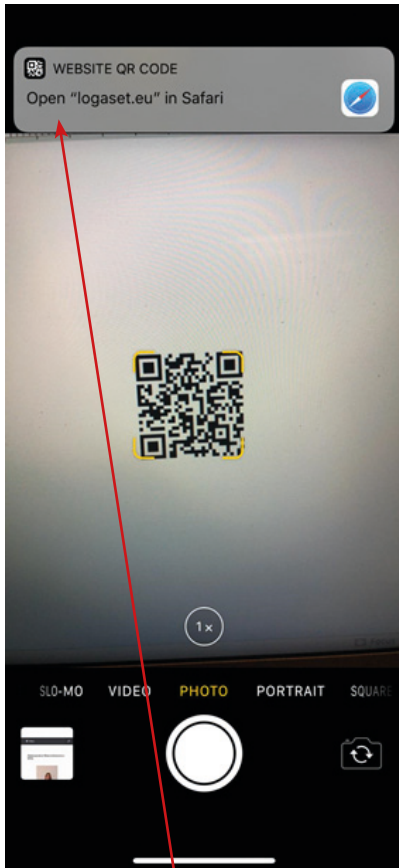


Tap the icon

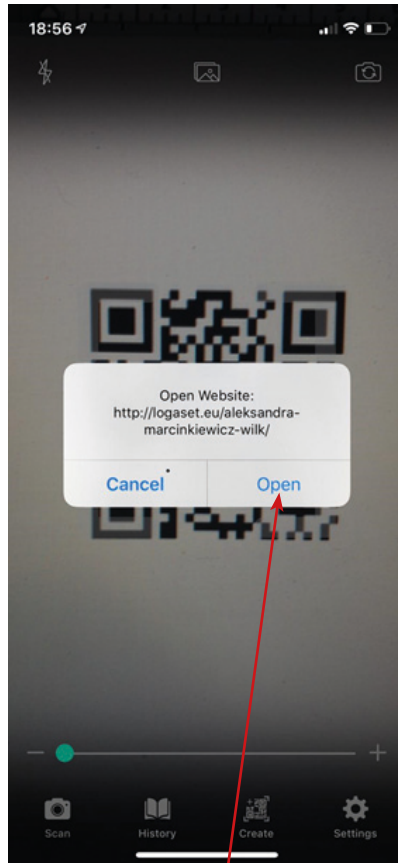
2. Put the frame on the QR code and wait a moment.



3. The app QR Code Reader will direct you to the coded website – touch only “Browse” or “Open” website.



Address of the website to which you will be directed



Touch “Browse” or “Open” website

4. Enjoy the site!

SCENARIO 3 – PHOTOGRAPHY

Name of a series of workshops – The acquisition of practical skills related to ICT

Place of execution – seminar room

Participants in the workshops – senior citizens 60+

Educators – trained educators professionals

Duration of the workshop – max. 120 min

Didactic aids:

- Computer, projector, smartphones with Internet access
- Annex 4 – Instruction of taking photos
- Annex 5A for Android and 5B for iPhone – Instruction on how to send photos as an attachment to a text message
- Annex 3 – Guides with QR codes
- Photos prepared by the educators

Topic of the workshop – Photography

Learning objectives:

Main objective – Getting familiar with and improving knowledge in the use of the camera in the smartphone

Specific objectives:

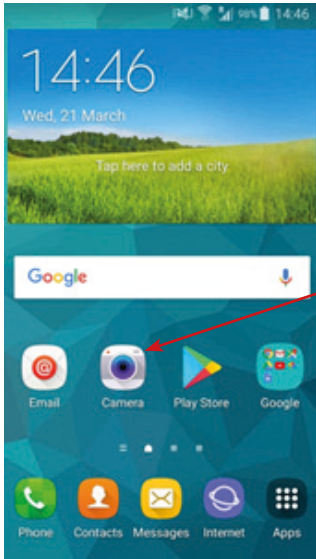
- Learning how to select the lighting and focus when taking pictures
- Understanding how to create oneself and interpret social communications with the use of selfies
- Learning how to read information on socio-cultural changes based on the presented photos, learning how to take pictures – selfies, panoramic photo

Activities	Description of the task	Method of realisation of the task	Time	Notes
1. Organisational – ordering activities	Greetings, presentation of the workshop objectives.	Discussion	10 min	
2. Review and discussion of the workshop content	<p>Family photos – yesterday and today.</p> <p>Participants indicate differences in images presented in photos from yesterday and today:</p> <ul style="list-style-type: none"> – author of the picture – technique, directing (e.g. background, dynamics, circumstances of taking pictures), technique – processing pictures; – characters in photographs – relationships, emotions, etc. <p>The educator summarises statements of participants, to know the technique used in taking a photo using the smartphone – e.g. selfie, widescreen.</p>	Discussion, lecture – multimedia presentation	30 min	<p>Instructions: annex 4, annex 5A and B; photos prepared by the educators.</p> <p>Educators should focus on the technical side of taking photos.</p> <p>Focusing on the emotional side sometimes could be too hard for seniors, who may have suffered the loss of some kin.</p>
3. Integration of new knowledge and skills with the already acquired information and their systematisation	Each participant reads and describes the picture using QR codes.	Practical exercises	40 min	Guides with QR codes (annex 3)
4. Consolidation of new information and skills by attempting to apply them in new situations	Participants take a selfie and find individual letters in the surroundings, within objects available in the room, they take pictures of the letters and put them together to “compose” their first name. Then, the most interesting photographed letter is sent via MMS to the educator’s phone.	Practical exercises	40 min	

Activities	Description of the task	Method of realisation of the task	Time	Notes
5. Checking how participants master the new knowledge and skills	Participants present their name in photos.	Presentation, discussion	10 min	
6. Summary and end of the workshop	Participants talk about the most important elements of the workshops and assess it.	Discussion	10 min	Control task 2 – read the QR code – the cards are distributed with the white side up; the seniors simultaneously turn over the cards and carry out the task. Observers measure the time of completing the control task. Satisfaction questionnaires.

THE INSTRUCTIONS FOR TAKING PHOTOS USING A SMARTPHONE

1. Find and tap the “camera” icon on the screen of your phone.



Android software



Apple software

Tap here

2. Point the camera at the object.

2a. Tap on the screen to improve the focus of the object.

2b. Tap the icon at the bottom of the screen and take a picture.



Android software



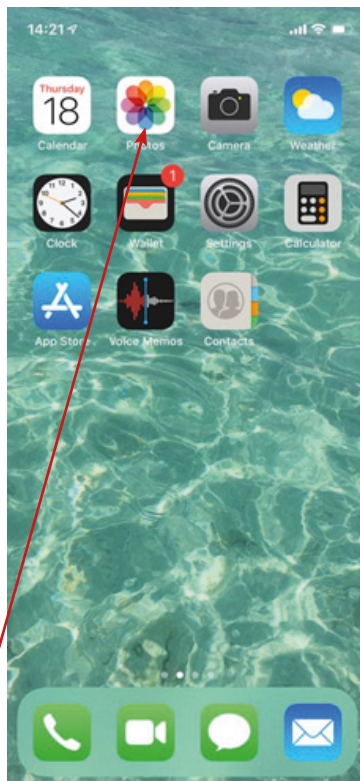
Apple software

THE INSTRUCTION FOR SENDING PHOTOS USING MMS (REGULAR MESSAGE)

1. Find in your mobile phone the icon “Gallery” or “Photos” and tap on it.



Android software



Apple software

Tap here

2. Select the photo you want to send and tap share (Android software) or square with an arrow (Apple software).



Android software



Apple software

Tap here

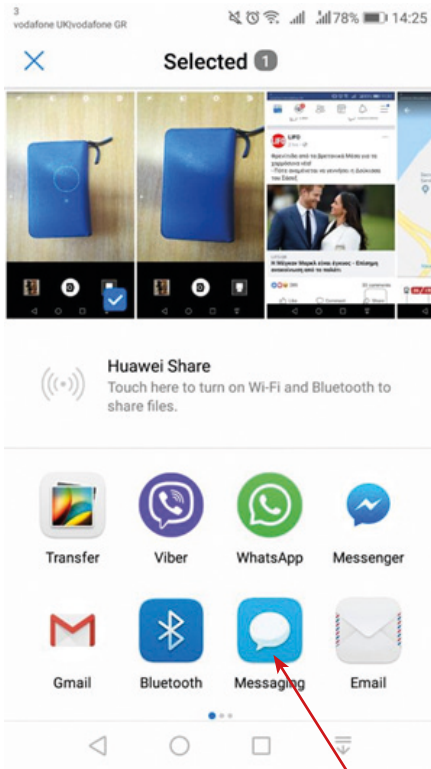


Android symbol for share

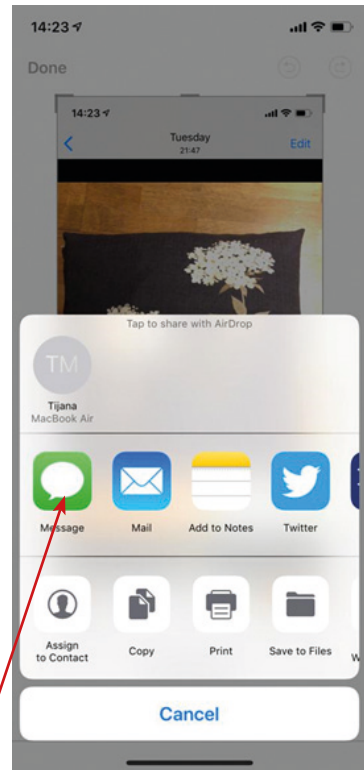


Apple symbol for share

3. Choose the app you would like to use to send the message. In this particular case use MMS message (regular message).



Android software



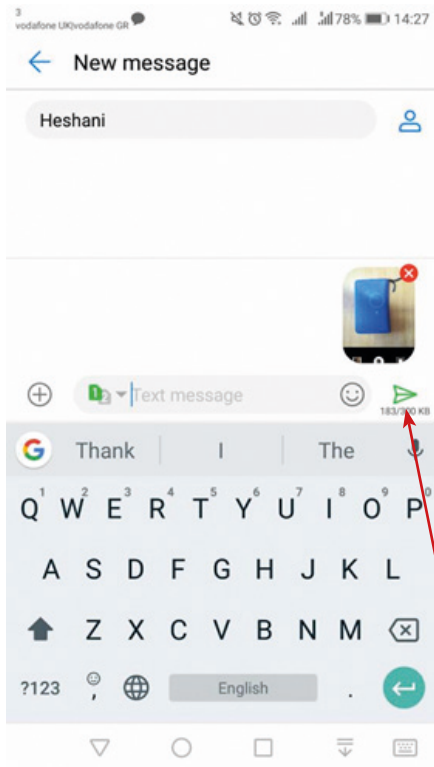
Apple software

Tap here

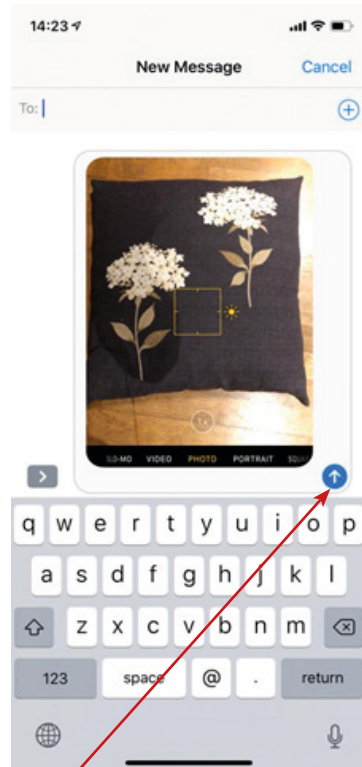
4. Enter the recipient from the contact list or the phone number in case you do not have it in the contact list. Under the photo, you can enter a message and attach an emoticon.

Android software – tap the “Envelope” or “Arrow” icon and send a photo.

Apple software – tap the “Arrow” icon and send a photo.



Android software

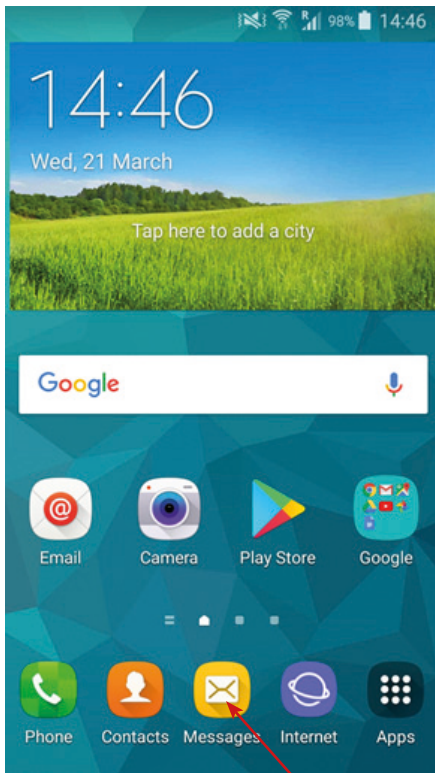


Apple software

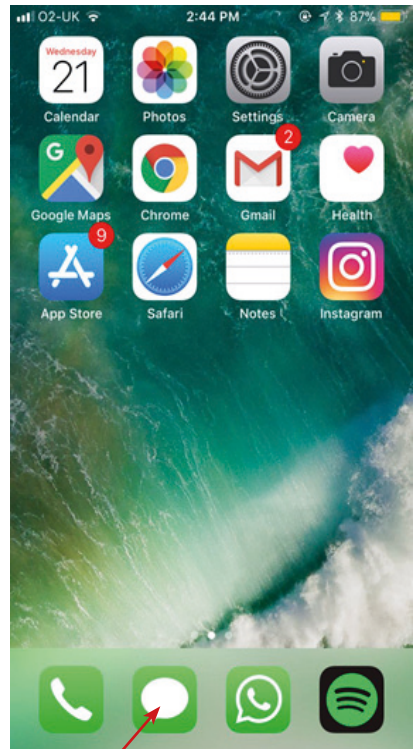
Tap here

THE INSTRUCTION FOR SENDING A PHOTO AS A MESSAGE

1a) **Android** – tap the “Envelope” icon.



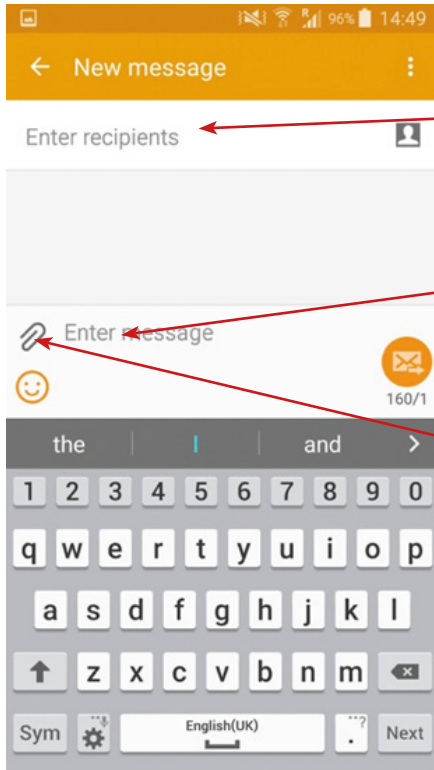
1b) **Apple iPhone** – tap the “Bubble” icon.



Tap here

2a) Android:

- In the field enter the recipients put the name of the person to whom you want to send the photo to find it in the contact
- Tap the “Paperclip” icon.



Enter the name or phone number of the recipient

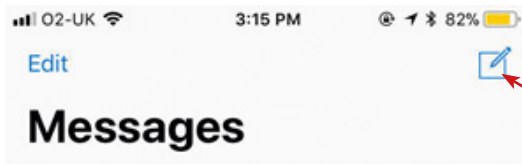
Tap to write

Tap the “Paperclip” icon to add the photo

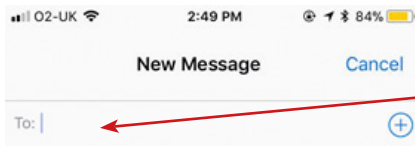


2b) **Apple:**

– tap the “Pencil” icon and enter the name of the recipient (1 and 2).

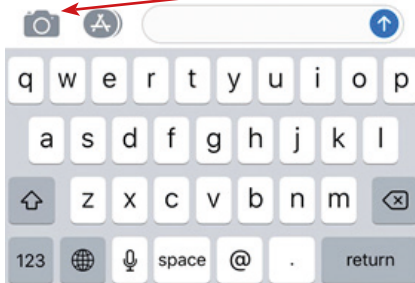


1. Tap here

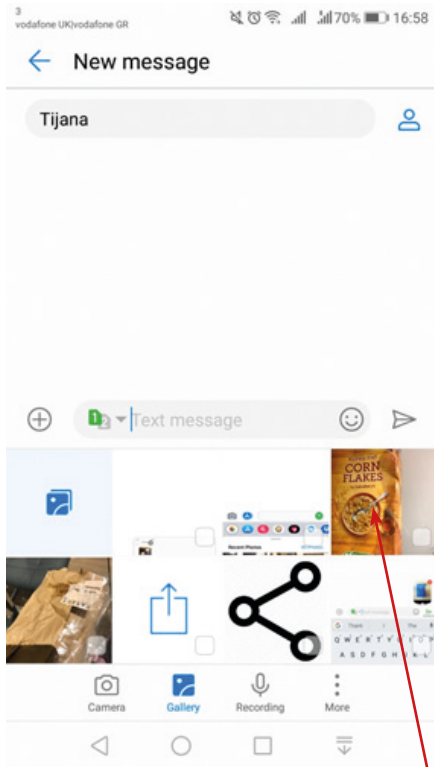


2. Enter the name of the recipient

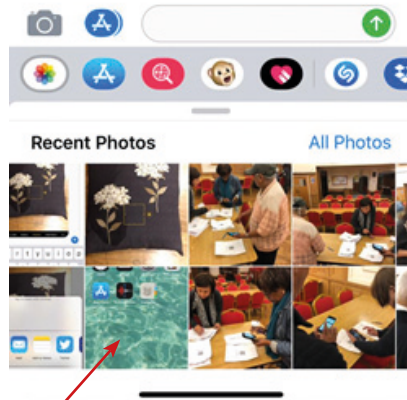
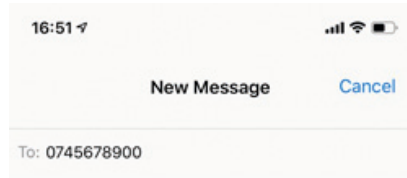
3. Tap the “camera” icon



3a) **Android** – choose the photo you want to send and tap it.

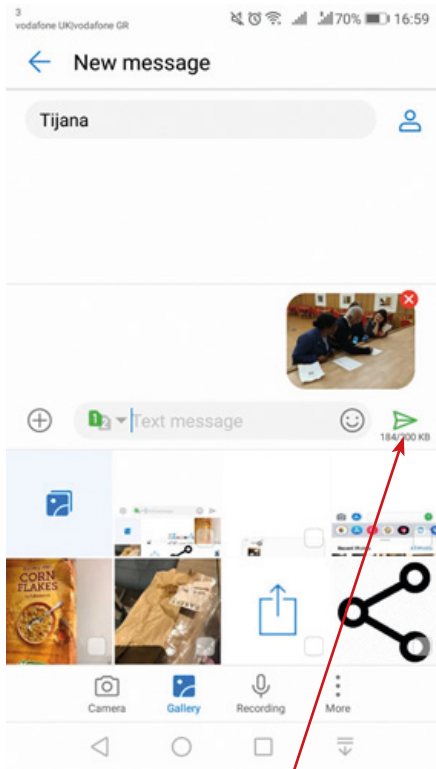


1b) **Apple iPhone** – tap the “Photo” icon.



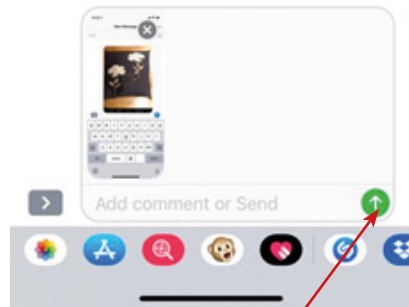
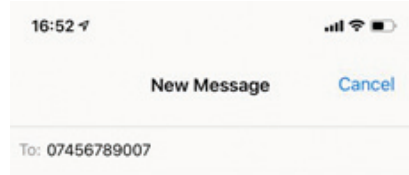
Tap the photo

4a) **Android** – tap the “Envelope” or “Arrow” icon and send the message.



Tap the “Envelope”
or “Arrow” icon

1b) **Apple iPhone** – tap the “Arrow” icon and send the message.



Tap the “Arrow” icon

SCENARIO 4 – VIDEO AND AUDIO RECORDING

Names of a series of workshops – The acquisition of practical skills related to ICT

Place of workshop – seminar room

Participants – seniors 60+

Educators – trained educators professionals

Time of workshop – 120 min

Didactic aids

- Smartphones with an Internet connection, instructions: annex 1 – Instruction for camera (moving films); annex 2 – Instruction for using Dictaphone (recording sounds)

Topic of the workshop – Audio – Video Learning objectives (hidden):

Main objective – Acquiring and improving skills in creating photographs, films, and sound recordings

Specific objectives:

- Participant learn where to find camera/Video camera in smartphones
- Participants learn where to find a Dictaphone/Sound Recorder in the smartphone
- Participants can use their smartphone to record movies
- Participants can use their smartphone to record voice

Timetable:

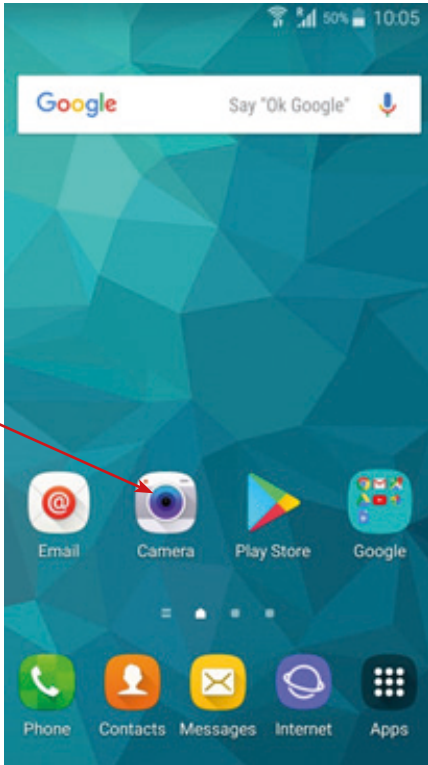
Activities	Description of the task	Method of realisation of the task	Time	Notes
1. Organisational and procedural activities	Greetings, familiarisation with the objectives of the workshops. The educators talk about recording movies and sounds.	Discussion, lecture – multimedia presentation	10 min	
2. Getting to know and discussing the content of the workshop – Movies (films)	The educator shows how the icon of the camera looks like and where to find it in the smartphone. The educator explains how to use the camera; how to change the mode of the camera from taking photos to record movies. All participants follow the educator step by step.	Discussion, lecture – multimedia presentation	30 min	Annex 1
3. Consolidation of new knowledge and skills by attempting to apply them in new situations	Participants, in pairs, have to carry out the following tasks, based on the educator's lecture: – record three short movies; – find movies in the gallery; – play the movies.	Practical exercises, work in pairs	20 min	Annex 1
4. Getting to know and discussing the content of the workshop – Dictaphone	The educator shows how the Dictaphone/Sound Recorder icon looks like and where it can be found in the smartphone. The educator explains how to use the Dictaphone/Sound Recorder. All participants follow the educator step by step.	Discussion, lecture – multimedia presentation	20 min	Annex 2
5. Consolidation of new knowledge and skills by attempting to use them in new situations	Participants, in pairs, have to carry out the following tasks, based on the educator's lecture: – record three short records (one sound record should last 15 seconds; the second record	Practical exercises, work in pairs	20 min	Annex 2

Activities	Description of the task	Method of realisation of the task	Time	Notes
	<ul style="list-style-type: none"> - should be some everyday sounds; recording of sounds of the sea; - find records in the application of Dictaphone; - play records. 			
6. Checking how participants master the new knowledge and skills	<p>The educator divides the group into two teams. Team "A" has to record a fairy tale for children "Little Red Riding Hood" by using the camera (video recording). The movie should last 5 minutes.</p> <p>Team "B" has to record the fairy tale for children "Snow White" by using Dictaphone/Sound Recorder. At the end, both teams present their work (the educator helps them connect mobiles to computer/projector etc.).</p>	Drama	30 min	Annex 1, annex 2
7. Summary and end of the workshop	Each participant talks about what was most important to him/her in the workshop and how he/she assessed it.	Discussion	10 min	<p>Control task 3 – selfie – the cards are handed out with the white side up, the seniors simultaneously turn over the notes and carry out the task, the observers measure the time of performing the control task. Satisfaction questionnaire.</p>

THE INSTRUCTIONS FOR TAKING VIDEOS USING A SMARTPHONE

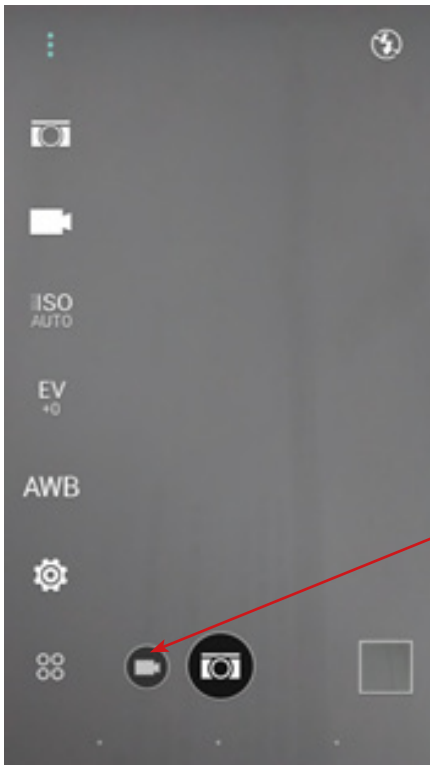
1. To record a video (movie), you have to find the icon of the camera (the same icon to take a photo) on your mobile phone.

Tap here



2. To make a video (film) you have to tap the icon of the Video camera.

Tap here to change option from taking photos to record videos



3. You should see that movie is recording. The icon of recording should appear on the screen.

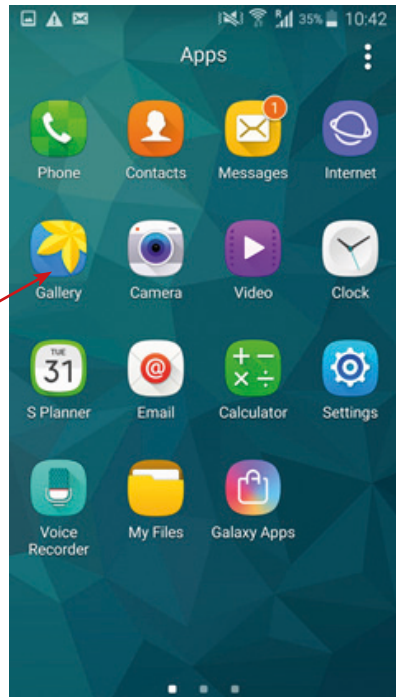


This icon means that movie is recording. Under the red icon or on the top of the screen you can see time

If you want to finish a recording, you should tap the same icon you used to start the recording

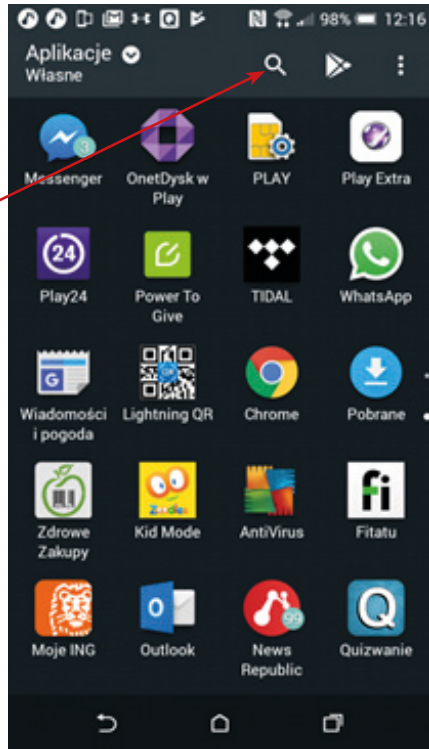
If you want to pause the recording tap the icon "Pause"

4. You will find your video in the gallery/photos, placed on the screen of your phone.

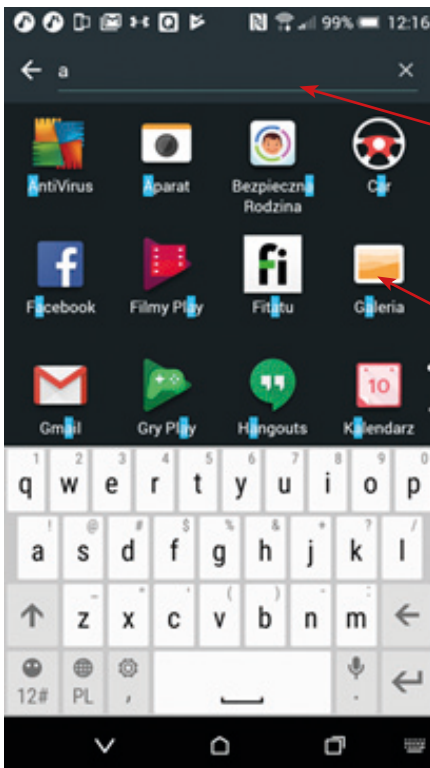


The icon of the Gallery

5. The icon of the gallery or photos you can find by tap in the menu. Next, tap searching and write “Gallery” or “Photos”.



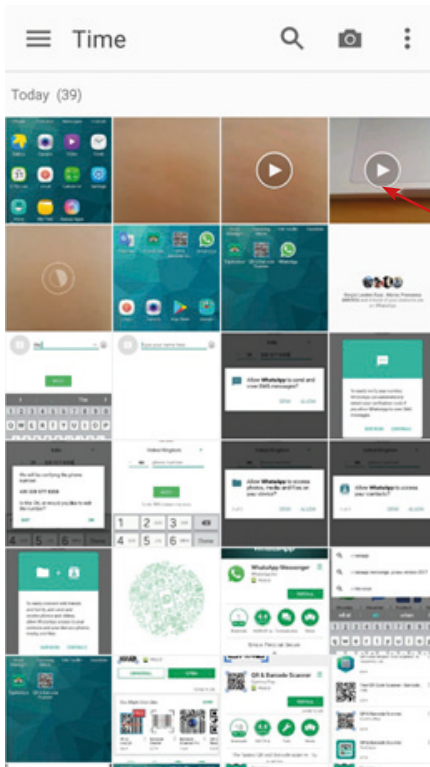
Tap the icon of magnifier to search what you need.
When you tap the “Magnifier”, you can write



In this place you can write what you need e.g. gallery or photos.
The icons should appear

Here you can see the icon of the Gallery. Please tap on it

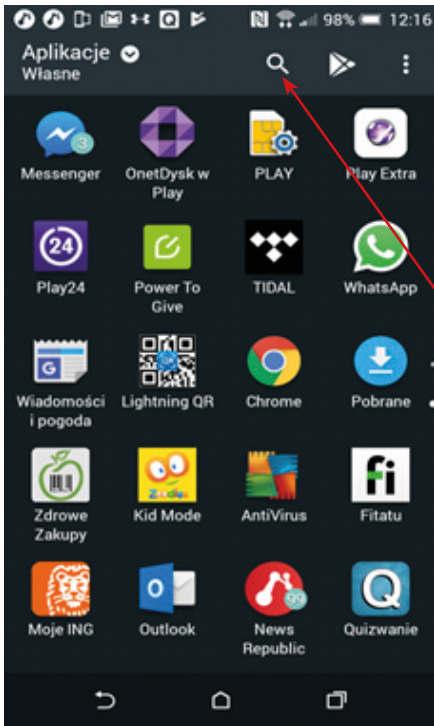
6. In the gallery/photos you can find all your photos and videos. To see a video, tap on it.



This symbol indicates that this is a video

7. Well done, you can record a video, find it and open!

THE INSTRUCTION FOR USING THE DICTAPHONE / VOICE MEMOS / SOUND RECORDER APP



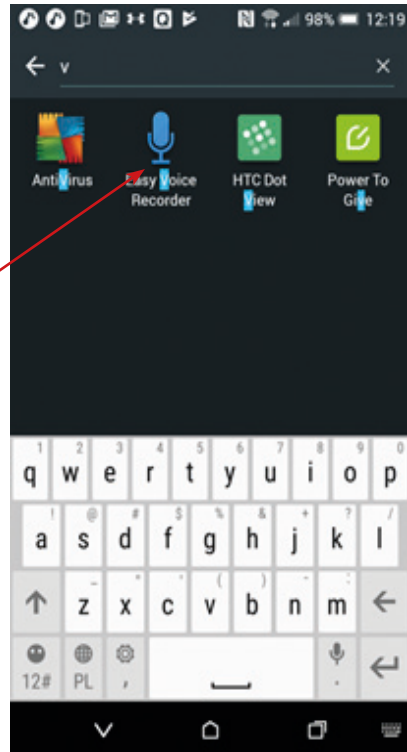
1. To record a sound, you have to find the icon of Dictaphone (Android) or Voice Memos (Apple) on your mobile phone. You can also find them by tap in the menu. Next, tap searching and write “Dictaphone” or “Voice Memos”.

Tap the icon of magnifier to search what you need. If you tap the “Magnifier” you can write

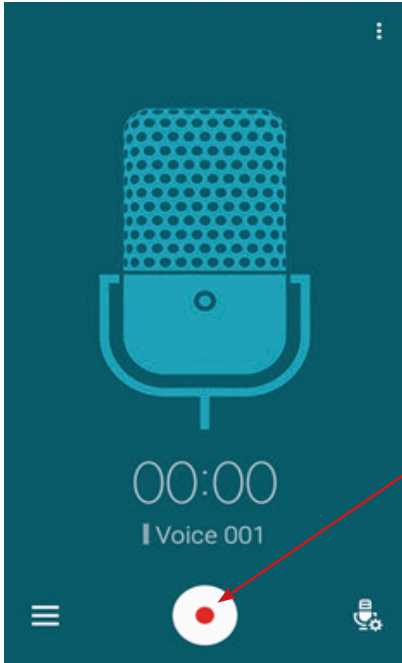


2. You should see a “Dictaphone” or “Voice Memos” icon on the screen. To start recording sounds tap the icon of the Microphone.

Here you can see an icon of Dictaphone. Please tap on it

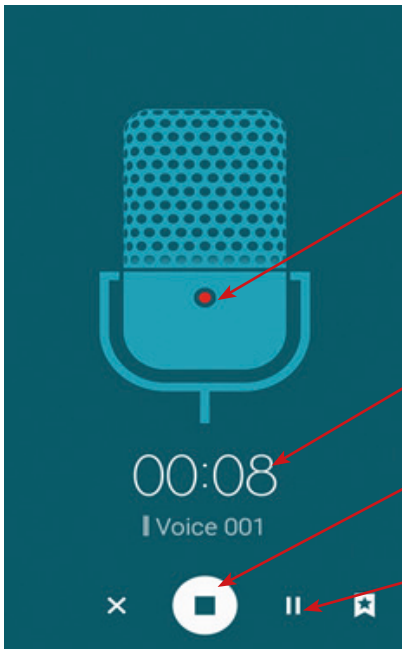


3. You will see that sound is recorded.



Tap here to start recording a sound

4. If you want to play a recording tap on record tab.



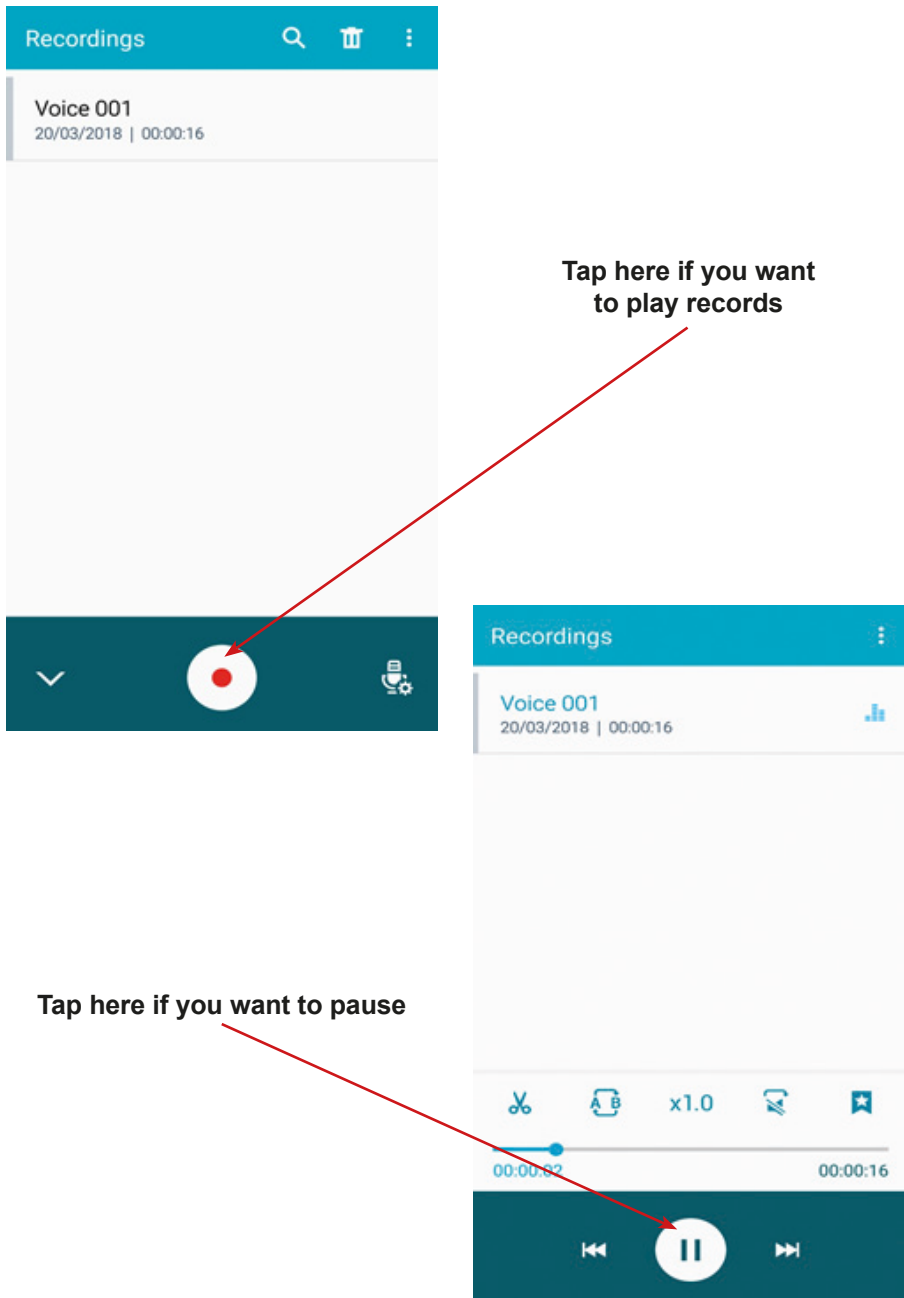
Red light means that sound is recording

Time of recording

Tap here if you want to stop

If you want to pause, tap "II"

5. You should see list of your records. Please chose the record which you want to listen and tap play.



6. Well done – you can record sounds and play records!

SCENARIO 5 – WHATSAPP

Names of workshops – The acquisition of practical skills related to ICT

Place of the workshop – classroom

Participants – seniors 60+

Educators – trained educators professionals

Time of workshop – 120 min

Didactic aids:

- Computer, multimedia projector
- Smartphones with Internet access
- Annex 4 – Instructions on how to use the application WhatsApp

Topic of the workshop – WhatsApp Education goal

Main goal – Get familiar with and improve the knowledge in the use of the application “WhatsApp”

Specific goals:

- Participants learn what how the WhatsApp icon looks like
- Participants look for the application and open it on their mobile phone
- Participants understand in what situations it is useful to use the application
- Participants can use the application (with different functions) to contact family/friends etc.

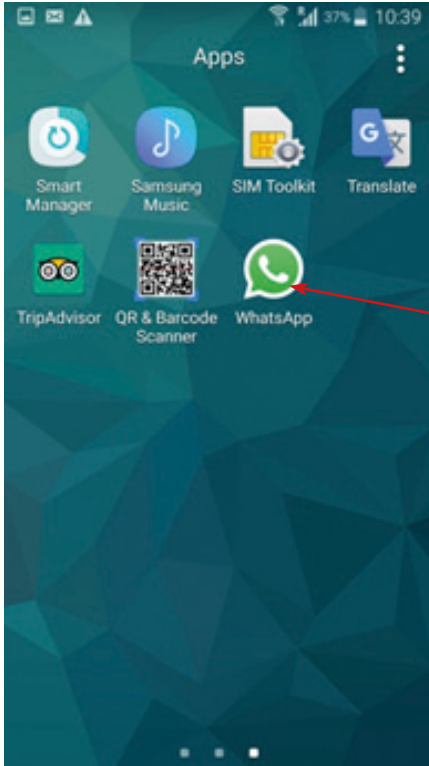
Timetable:

Activities	Description of the task	Method of realisation of the task	Time	Notes
1. Organisational and procedural activities	Greetings, familiarisation with the objectives of the workshops.	Discussion	5 min	
2. Getting to know and discussing the content of the workshop	The educator explains the main functions of the application WhatsApp: <ul style="list-style-type: none"> - The WhatsApp icon, where it is located in the smartphone and how to open it; - Features of the WhatsApp – explanation; - Adding a new contact; - Sending a message; - Chatting; - Sending attachments; - Calling (normal and video conversation). 	Discussion, lecture – multimedia presentation	40 min	Annex 4 – instruction
3. Integration of new knowledge and skills with already acquired ones and their systematisation	Participants, in pairs, use the application and learn how to: <ul style="list-style-type: none"> - find the icon of WhatsApp and open the application; - know features of the WhatsApp; - add a new contact (the other member in the pair); - send a message with attachments; - call (normal without video); - call with video (video conversation). 		40 min	Annex 4 – instruction
4. Consolidation of new knowledge and skills by attempting to use them in new situations	Participants in pairs, need to perform the following task: <ul style="list-style-type: none"> - call each other by using video conversation; - send a message with a photo attachment; - call each other (without video); - send a message with movie attachment. 	Practical exercises	40 min	Annex 4 – instruction

Activities	Description of the task	Method of realisation of the task	Time	Notes
5. Checking how participants master the new knowledge and skills	Participants show their educator the history of activities carried out using WhatsApp during the workshop	Discussion	10 min	
6. Summary and end of the workshop	Each participant talks about what was most important to him/her in the workshop and how he/she assessed it.	Discussion	10 min	Control task 4 – a short audio recording advertising the created “Place for Seniors” – the cards are handed out with the white side up, the seniors simultaneously turn over the cards and perform the task, the observers measure the time of the control task.

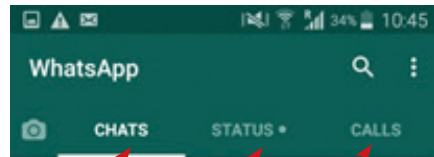
THE INSTRUCTION FOR USING THE WHATSAPP APP

1. Find the icon of WhatsApp on your mobile phone screen.



Tap on the "WhatsApp"

2. WhatsApp taskbar (Android) / Apple iPhone has the same taskbar, but on the bottom of the screen.



Tap "Chats" – if you would like to send a message to somebody, as well as share photos, videos or audio recordings

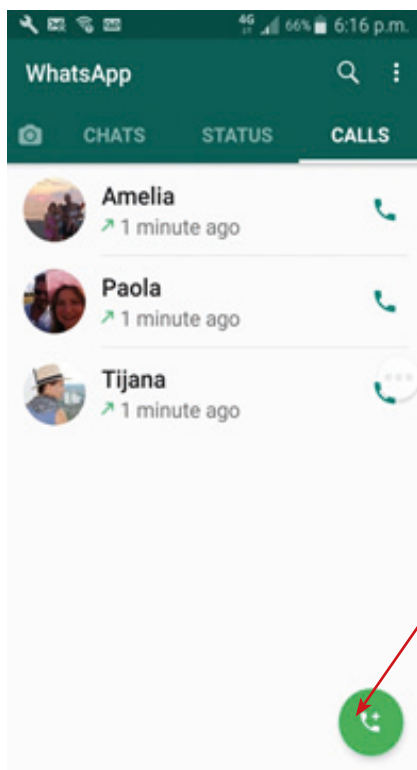
Tap "Status" – if you would like to add your photo and write what do you think (everybody will be able to see it)

Tap "Calls" form the taskbar if you want to call to somebody

Sergio London Easy , Marco, Francesca ANDREA and 4 more of your contacts are on WhatsApp

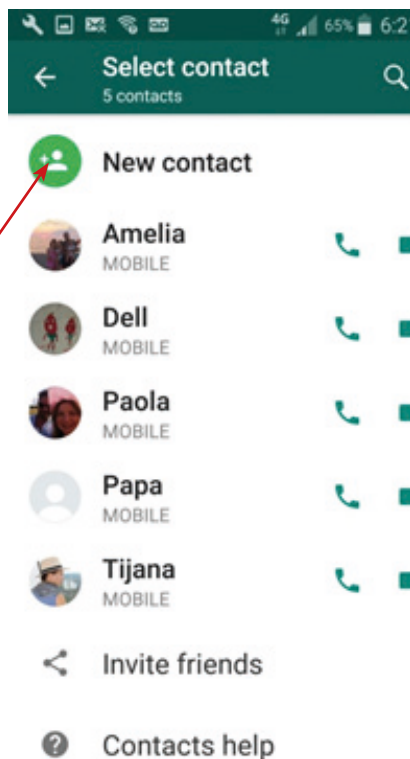
Start a chat →

3. Adding a new contact. Chose “Calls” or “Chats” from the task bar and tap on the green icon.

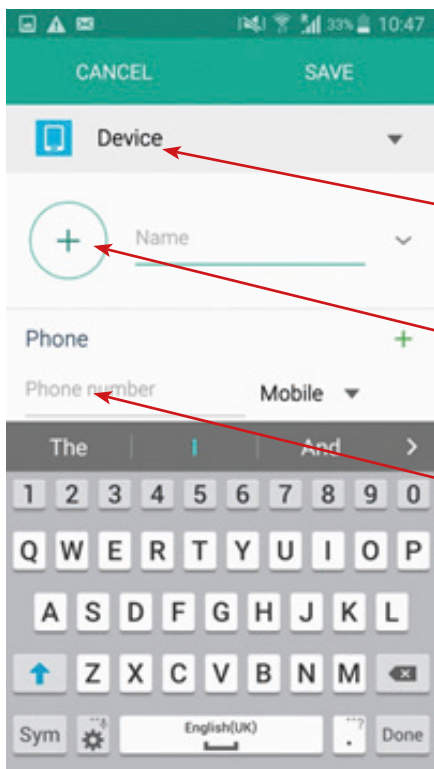


Tap here

4. List of contacts should be opened. Please tap on the icon to add a new contact.



Tap here to add a new contact



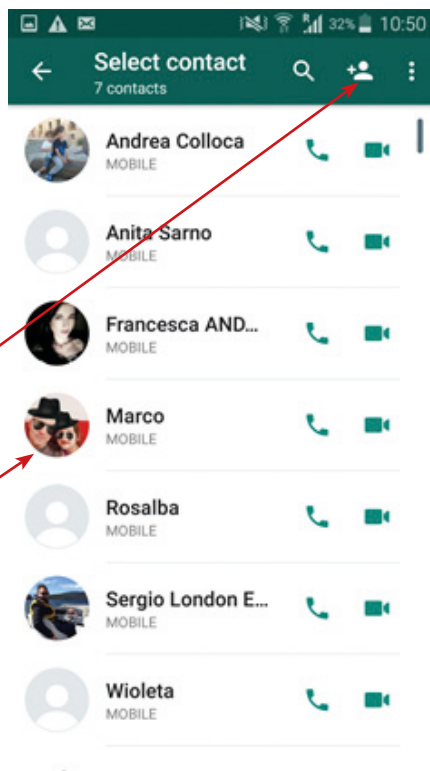
5. Add a new contact. First write a name of the new contact and add a number. Next tap “Save” on the top to accept.

Save the new contact (when you add name and number)

Write a name of the new contact here

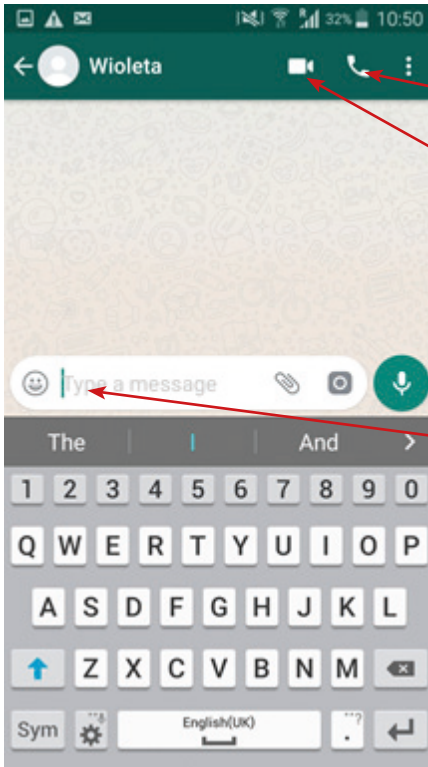
Write a number of the new contact here

6. To send a message, go to the option “Chat” on the taskbar. Then find a person (contact) to whom you want to send a message. The magnifier – search can help you to find the right person.



Tap here to find a contact

You can choose person from the list and tap on the contact. The window for chatting should be opened



7. To send a message.

Tap here to call to this person

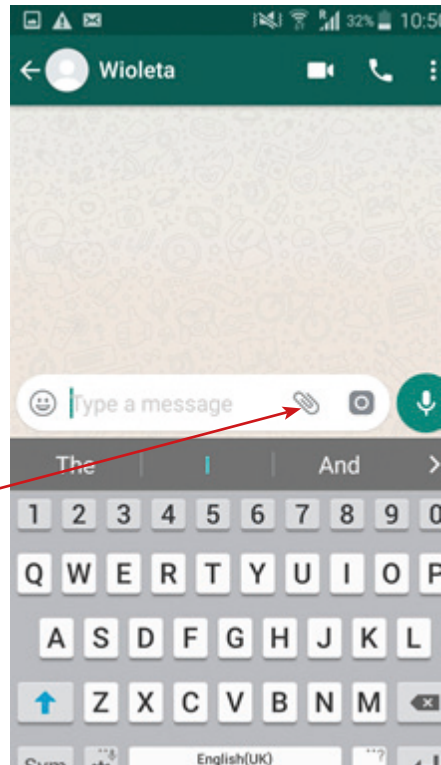
Tap here to call with video this person

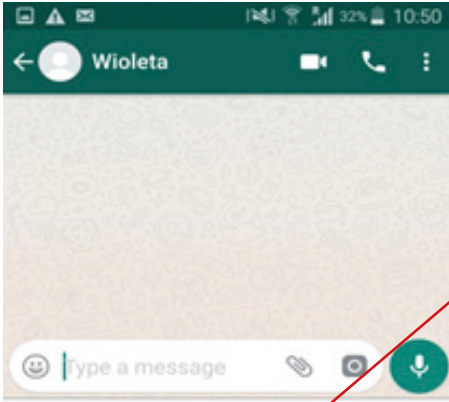
You can write your text here and tap arrow to send the message



8. Sending attachments (photos, movies, sounds).

If you want to add photos, movies or audios tap the paperclip



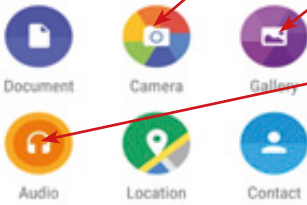


9. Choose the source or media of the file you would like to send.

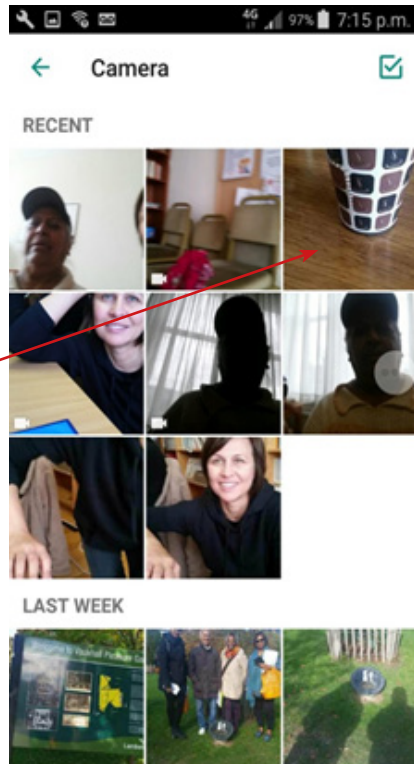
If you want to take a picture or record video now, tap here

If you want to add photos or movies that are in your gallery, tap here

If you want to record a sound tap here

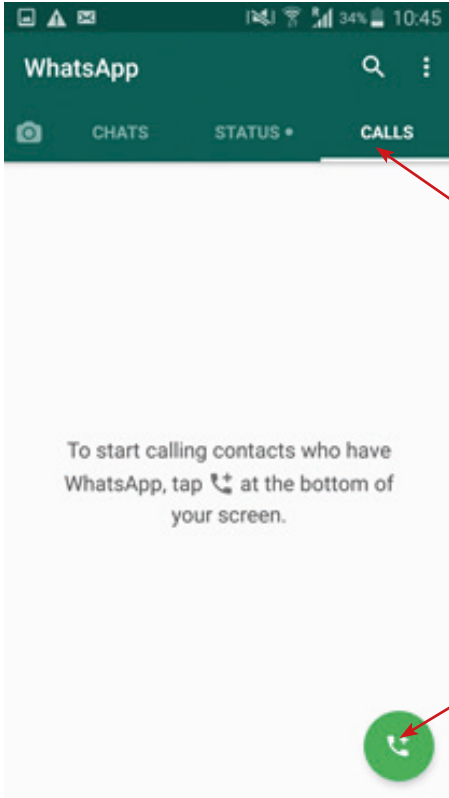


10. If you add a movie or photo from the gallery, the window of the gallery should be opened. Please choose the right file and tap photo or movie, and then the green arrow to send.



If you want to record a sound tap here





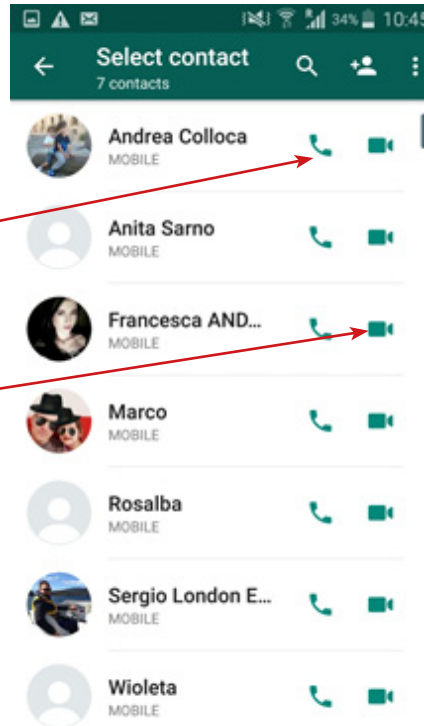
11. To call, tap the “Calls” on the taskbar and choose the right person (from the list or by using the magnifier).

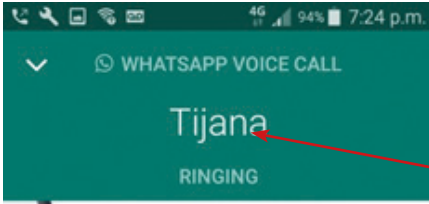
Tap “Calls”

Tap here to open the contact list

Tap here to call somebody (without video) – option “A”

Tap here to have video – conversation – option “B”

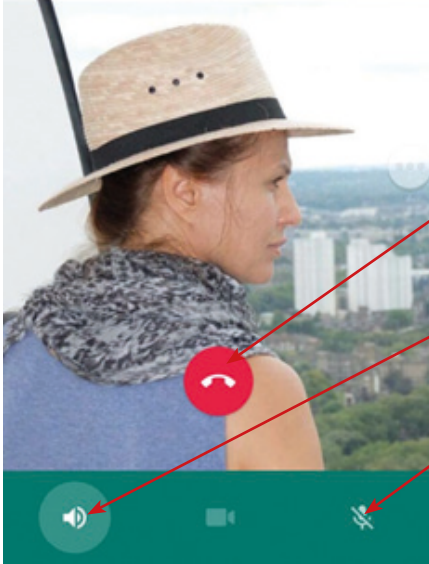




12. Option "A" – Calling to somebody.

This is how a window looks like when you call someone

Name of contact



Tap here if you want to finish a call

Tap here to turn on the speaker

Tap here to mute

13. Option "B" – Video conversation

This is how a window looks like when you call someone

Tap here if you want to finish a call



SCENARIO 6 – GOOGLE MAPS

Name of a series of workshops – The acquisition of practical skills related to ICT

Place of execution – seminar room

Participants in the workshops – senior citizens 60+

Educators – trained educators professionals

Duration of workshop – 120 min

Didactic aids:

- Computer, multimedia projector
- Smartphones with Internet access
- Annex 2 – Instructions on how to use Google Maps navigation
- Sheets of paper to create mind maps
- Markers

Topic of the workshop – Navigation 1

Learning Objectives:

Main objective – review and improvement in the use of Google Maps

Specific objectives:

- Learning the similarities and differences when using a printed map and Google Maps navigation
- Understanding the need for the use of navigation in everyday life;
- Learning to read information from Google Maps, to map a route, to be able to cooperate in a group

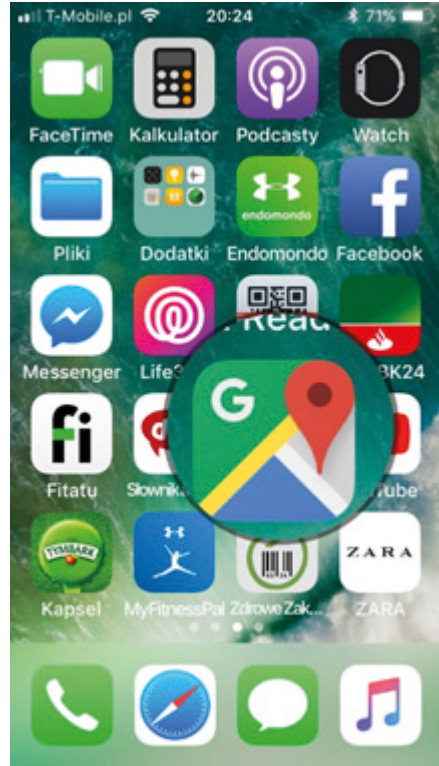
Timetable:

Activities	Description of the task	Method of realisation of the task	Time	Notes
1. Organisational – ordering activities	Greetings, presentation of the workshop objectives.	Discussion	10 min	
2. Review and discussion of the workshop content	New location, how to move? What steps do we take to get information to reach a designated place? The educator summarises the discussion and presents the instructions for using Google Maps navigation. Together with the participants, the educator prepares a mind map: What steps do we take to reach a designated place with city maps and Google Maps navigation?	Discussion, lecture – multimedia presentation Mind maps	20 min	The educator moderates the discussion in which participants should enumerate the steps to take to reach the destination, e.g. using city maps, public transport timetables, travel guides etc.
3. Integration of new knowledge and skills with the already acquired information and their systematisation	Each Participant has to map a cycling route from the place where workshops are held to the place indicated by the educator using the map of the city and Google Maps navigation.	Practical exercises, simulation	40 min	Each participant receives a card with a location indicated by the educator.
4. Consolidation of new information and skills by attempting to apply them in new situations	Group work (4 groups of 3 persons each): to prepare a 2 km long pedestrian route using Google Maps navigation from the place where the workshops are held.	Practical exercises, simulation	20 min	
5. Checking how participants master the new knowledge and skills	Each group demonstrates their prepared route using Google Maps navigation.	Practical exercises	20 min	

Activities	Description of the task	Method of realisation of the task	Time	Notes
6. Summary and end of the workshop	Each participant talks about what was most important elements in the workshops and evaluates it.	Discussion	10 min	<p>Control task 5 – sending a photo of any issue of the perpetrator to a teammate using the WhatsApp application – cards are handed out with a white page up, seniors simultaneously turn over the cards and perform the task, observers measure the time of the control task.</p> <p>Satisfaction questionnaire.</p>

THE INSTRUCTION FOR USING THE GOOGLE MAPS APP

1. Find the icon of Google Maps on your mobile phone screen.



2. At the top of the screen in the bar, enter the name of the destination or full address (e.g. “Vauxhall Gardens Community Centre” or “5 Glasshouse Walk”).



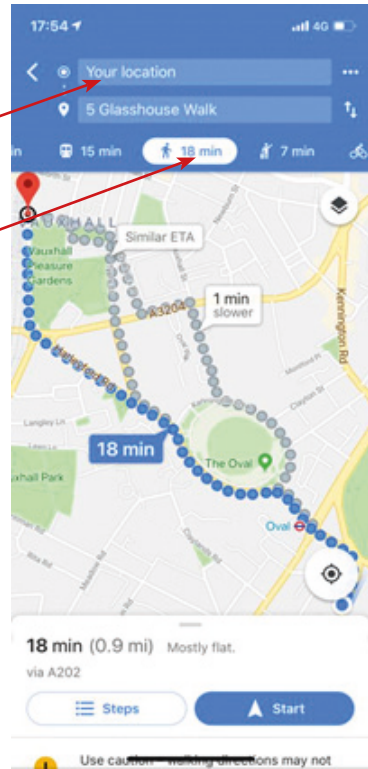
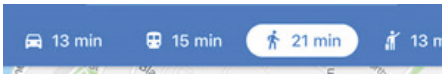
Write here

Tap “Directions”

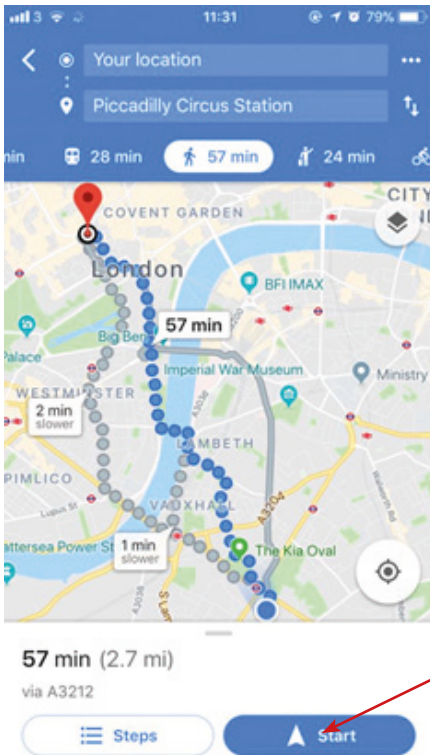
3. Type the starting point or just select “Your location”.

Type here

Tap the icon to indicate how you would like to travel (by foot, by car or by public transport)

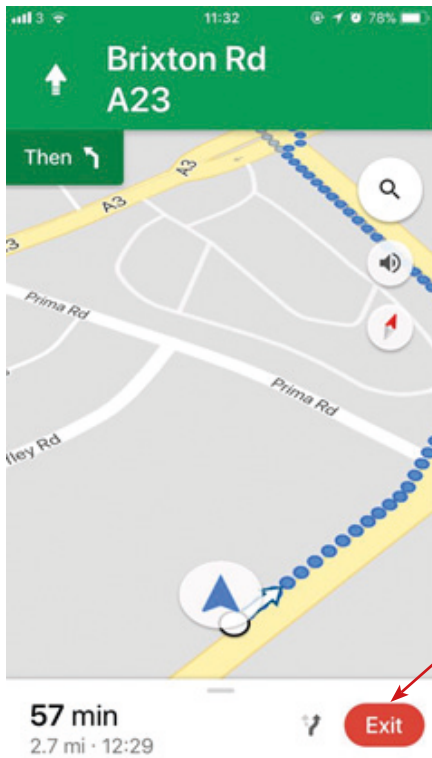


4. Tap the “Start” icon in the lower right corner at the bottom of the screen.



Tap here

5. When you reach your destination, tap “X” or “Exit” to close the application.



Tap here

SCENARIO 7 – GOOGLE MAPS PUBLIC TRANSPORT

Name of a series of workshops – The acquisition of practical skills related to ICT

Place of execution – seminar room

Participants in the workshops – senior citizens 60+

Educators – trained educators professionals

Duration of the workshop – 120 min.

Didactic aids:

- Computer, multimedia projector
- Smartphones with Internet access
- Annex 2 – Instructions for using Google Maps navigation

Topic of the workshop – Navigation 2

Learning Objectives:

Main objective – Improving skills in the use of Google Maps

Specific objectives:

Participants:

- Learn differences and similarities between using a printed map and Google Maps
- Understand the need of using applications when using public transport
- Understand the need to be open to other participants in the workshop
- Learn how to read information on Google Maps, set the route and follow it
- Learn to cooperate in a team

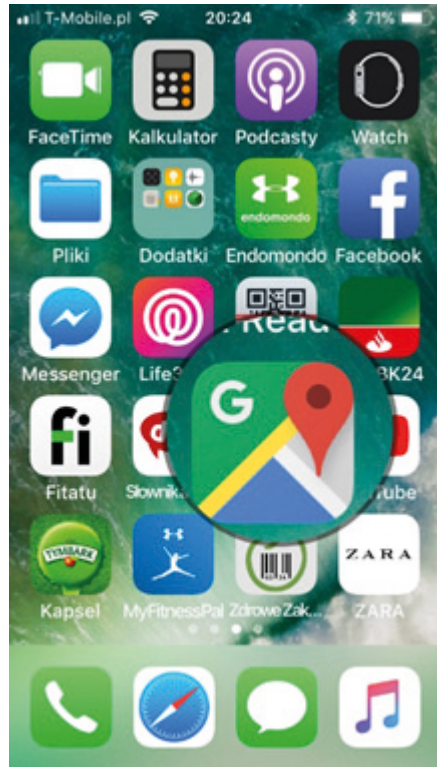
Timetable:

Activities	Description of the task	Method of realisation of the task	Time	Notes
1. Organisational – ordering activities	Greetings, presentation of the workshop objectives.	Discussion	10 min	
2. Review and discussion of the workshop content	How to create an itinerary from point A to point B using Google Maps	Discussion, lecture – multimedia presentation	30 min	Instructions for the use of Google Maps in the city shall be supplemented by the use of the navigation on the go.
3. Integration of new knowledge and skills with the already acquired information and their systematisation	Each participant maps a pedestrian route from the location of the workshops to the public transportation and then to the railway station.	Practical exercises	25 min	
4. Consolidation of new information and skills by attempting to apply them in new situations	Participants in groups (4 groups of 3 people) are to map a route using Google Maps from their city of residence to the most interesting place (based on their opinion) in their country by proposing a cycling and driving route.	Practical exercises	40 min	In each group, there is a person with a smartphone with access to the Internet.
5. Checking how participants master the new knowledge and skills	Division of participants into four teams (3 persons each). The task for each team is to prepare instructions of use for Google Maps in the shortest possible time.	Practical exercises, training cards	5 min	On each card, there is one step from the instructions for the use of Google Maps.
6. Summary and end of the workshop	Each group presents the most interesting points in their route. Participants indicate good and controversial elements of the workshop (what should be changed).	Discussion	10 min	Control task 6 – check how long you would walk the travelled route on foot – the cards are handed out with the white side up,

Activities	Description of the task	Method of realisation of the task	Time	Notes
				<p>the seniors at the same time turn over the cards and do the job, the observers measure the time of the control task.</p> <p>Satisfaction questionnaire</p>

THE INSTRUCTION FOR USING THE GOOGLE MAPS APP – TRAVELING USING PUBLIC TRANSPORT

1. Find the icon of Google Maps on your mobile phone screen.



2. At the top of the screen in the bar, enter the name of the destination or full address (e.g. “Vauxhall Gardens Community Centre” or “5 Glasshouse Walk”).



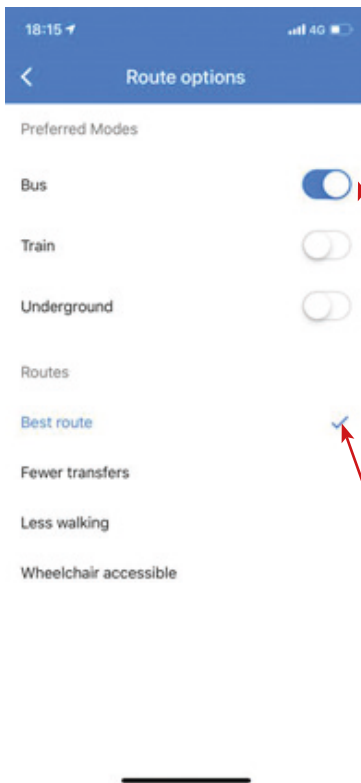
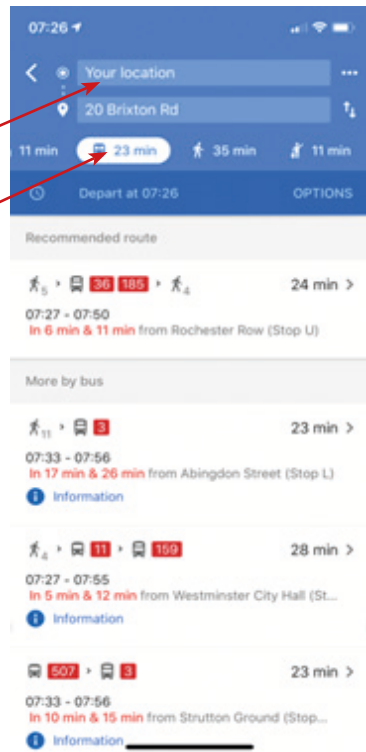
Write here

Tap “Directions”

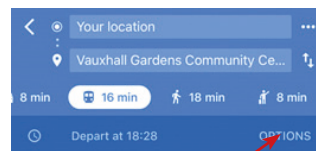
3. Type the starting point or just select "Your location".

Type here

Tap the icon to indicate how you would like to travel (by foot, by car or by public transport)



4. Tap the "Options" icon to choose options of the route, for example: bus and the best route.

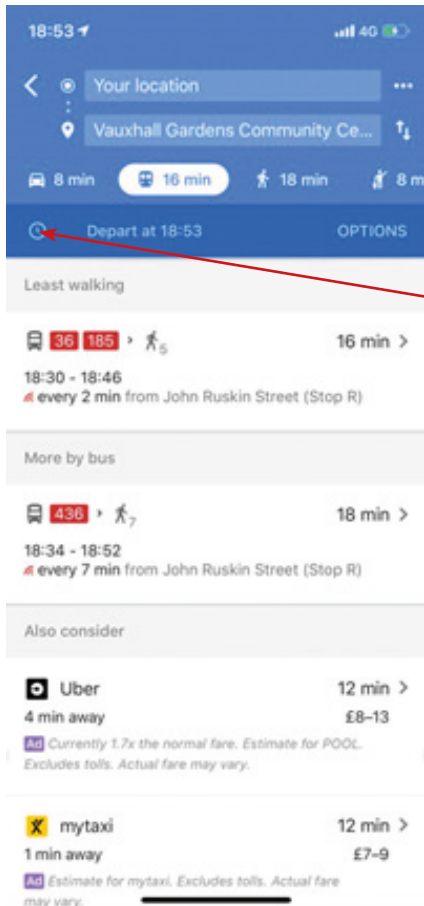


Options

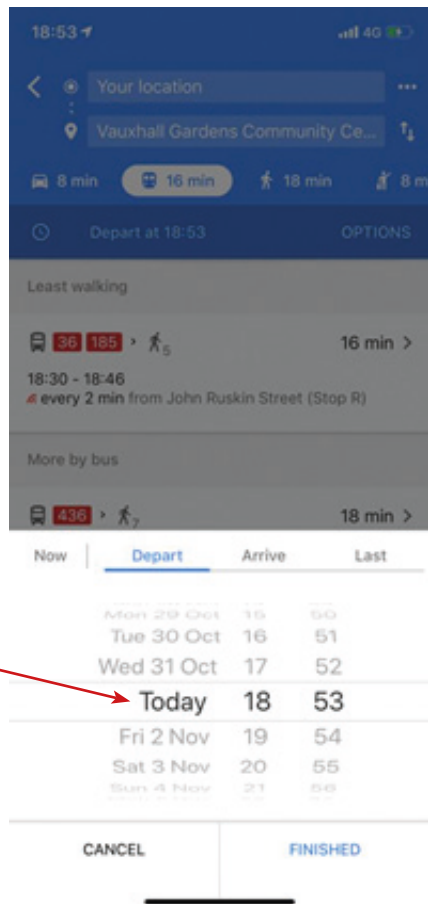
Tap here if you would like to travel by bus

Tap here

Tap the clock to choose the day and hour of the trip.

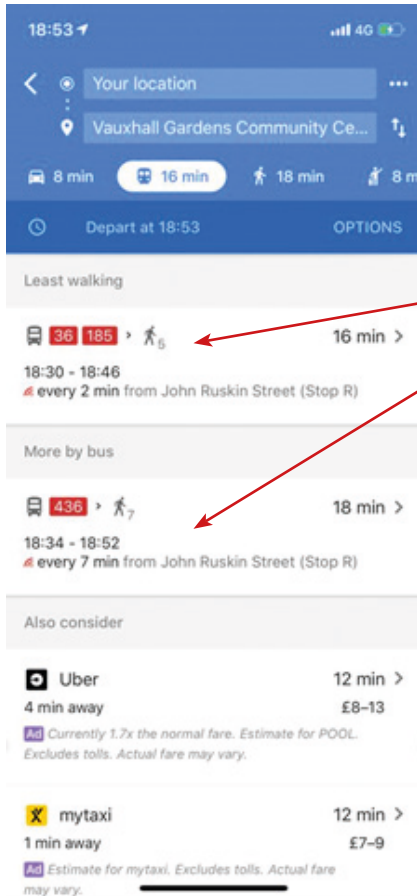


Tap here

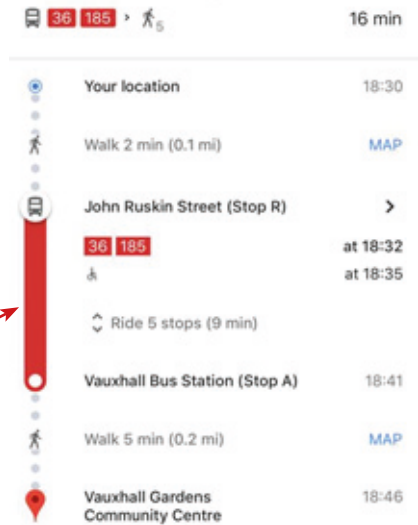


Tap here to set up the time

5. Tap the “Train” icon, to see the route or to turn on notifications.



Select the route



See your route



Add the route to your calendar



Set up a reminder



SCENARIO 8 – GOOGLE TRANSLATE

Names of workshops – Acquiring practical skills in the field of ICT

Educators – trained educators professionals

Place of the workshop – classroom

Participants – seniors 60+

Educators – Trained educators

Time of workshop – 120 min

Didactic aids:

- Computer, multimedia projector
- Smartphones with Internet access
- Annex 1 – Google Translate instruction
- Annex 2 – Task cards
- Annex 3 – Table for tasks for participants

Topic of the workshop – Google Translate

Main goal – Getting to know and improve knowledge in the use of the application “Google Translate”

Specific goals:

- Participants learn to recognise the Google Translate icon
- Participants can find the icon and open the application on their mobile phone
- Participants understand in what situations it is useful to use the application
- Participants can use the application (with different functions) to understand information in foreign languages

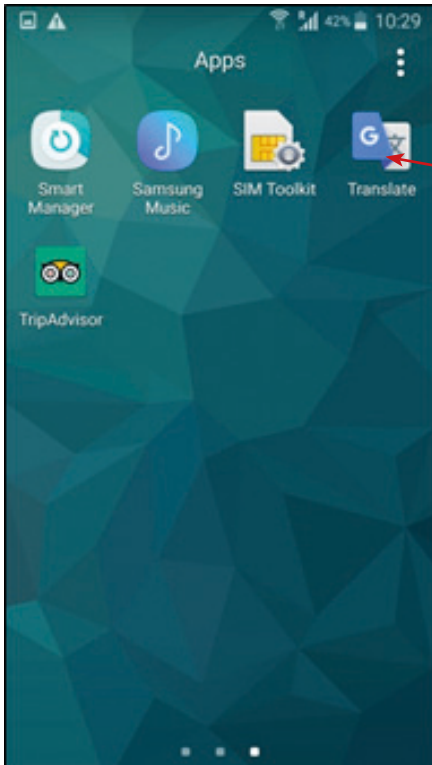
Timetable:

Activities	Description of the task	Method of realisation of the task	Time	Notes
1. Organisational and procedural activities	Greetings, familiarisation with the objectives of the workshops.	Discussion	10 min	
2. Getting to know and discussing the content of the workshop	The educator explains the main features of the application Google Translate: <ul style="list-style-type: none"> – how to translate a text by using the keypad of the mobile phone; – how to translate printed text by using the camera; – how to translate words/ sentences which are spoken (verbal); – how to translate written words/sentences (manual writing). 	Discussion, lecture – multimedia presentation	30 min	Annex 1 – Instruction
3. Integration of new knowledge and skills with already acquired ones and their systematisation	Each participant uses the application to translate the text using the functions: <ul style="list-style-type: none"> – function to translate a text by using the mobile phone keypad; – function to translate printed text by using the camera; – function to translate spoken words/sentences (verbal); – option to translate written words/sentences (manual writing). 	Practical exercises	40 min	Annex 1 – Instruction
4. Consolidation of new knowledge and skills by attempting to use them in new situations	Participants, in pairs, receive a set of 20 training cards and a table for entering the translated text. The task for the participants is to execute the commands on the cards and complete the table. They can use the instructions of the Google Translate.	Practical exercises	40 min	Annex 1 – Instruction Annex 2 – Task Annex 3 – Table for participants

Activities	Description of the task	Method of realisation of the task	Time	Notes
5. Checking how participants master the new knowledge and skills	Participants the table give back to the educator who checks answers.	Discussion	10 min	Educators check if the answers are correct
6. Summary and end of the workshop	Each participant talks about what was most important to him/her in the workshop and how he/she evaluates.	Discussion	10 min	Control task 7 – check how, by public transport, you could get to Prague for dinner in the Czech Republic – the cards are handed out with white page up, seniors at the same time turn the notes away and carry out the task, observers measure the time of the control task. Satisfaction questionnaire.

THE INSTRUCTION FOR USING THE GOOGLE TRANSLATE APP

1. Find the icon of Google Translate on your mobile phone. The icon could be on the main screen or in the menu.



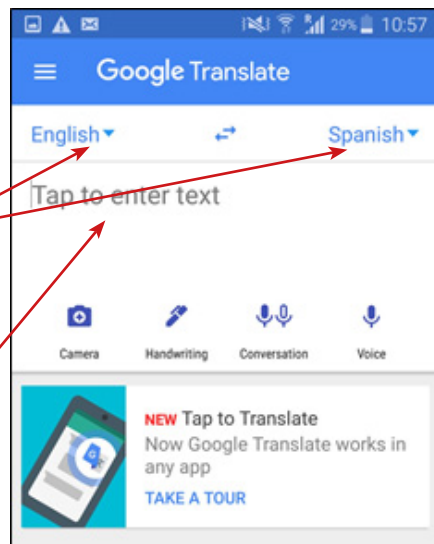
Tap on the icon of Google Translate



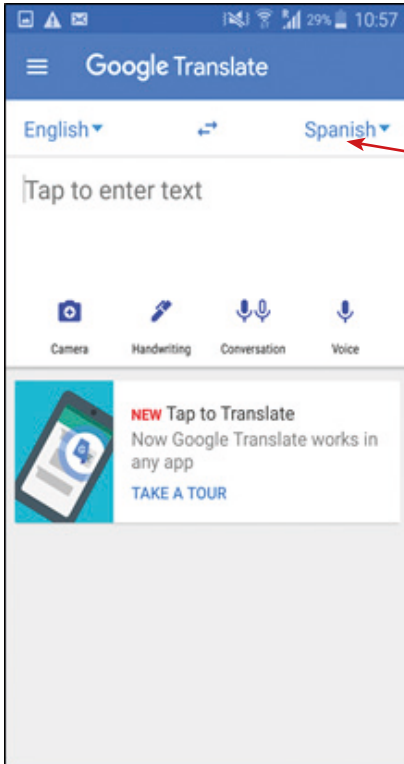
2. The window of the Google Translate should be opened.

Choose languages to translate

Here you can write some word/sentence to translate



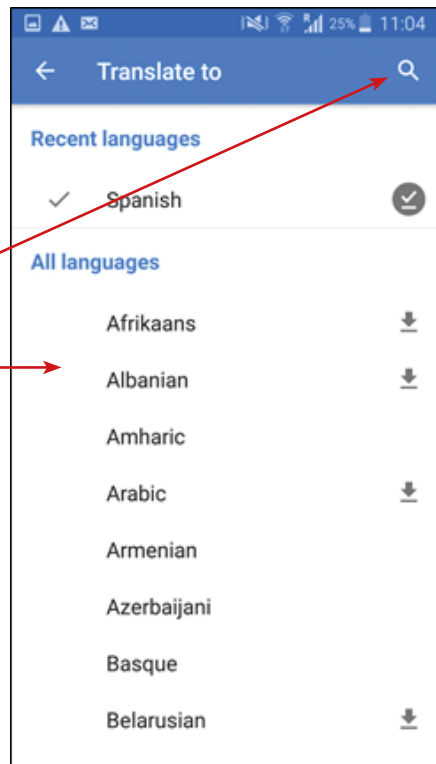
3. Changing of languages to translate.

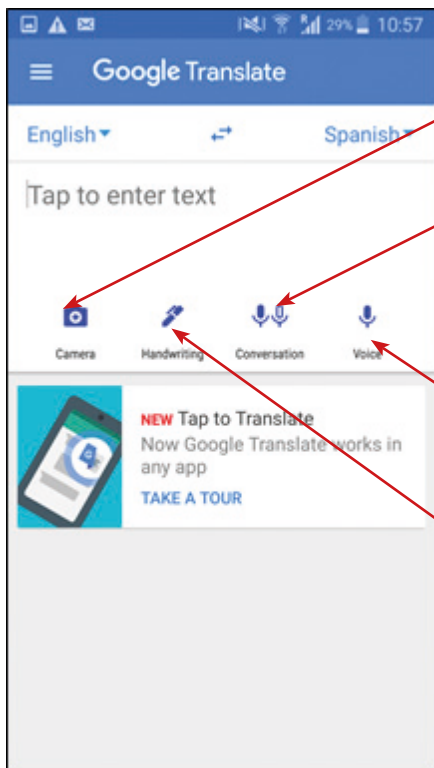


If you want to change a language for translation, tap the small arrow next to language

You should see list of languages.

Please choose the language from list or use the icon of the magnifier and write language which you need





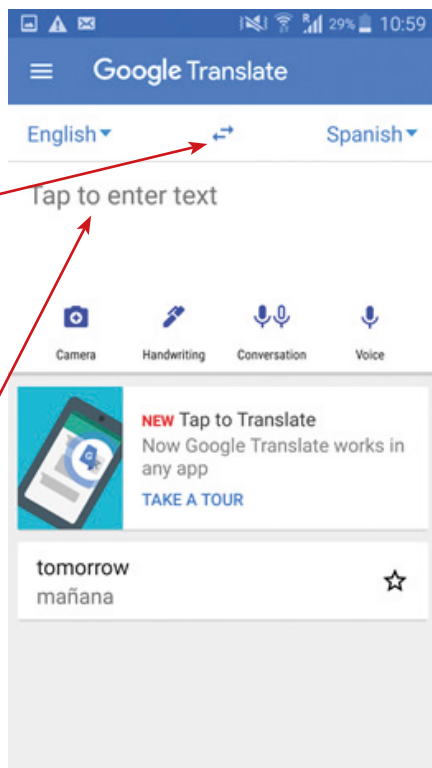
Option to translate printed text by using the camera

Option to translate verbal conversation

Option to translate words/sentences which are spoken (verbal)

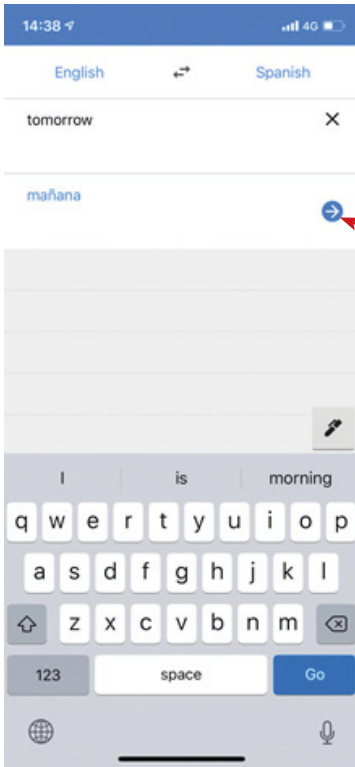
Handwriting – option to translate words/sentences which are written

4. Translation by using the keyboard of mobile phone.



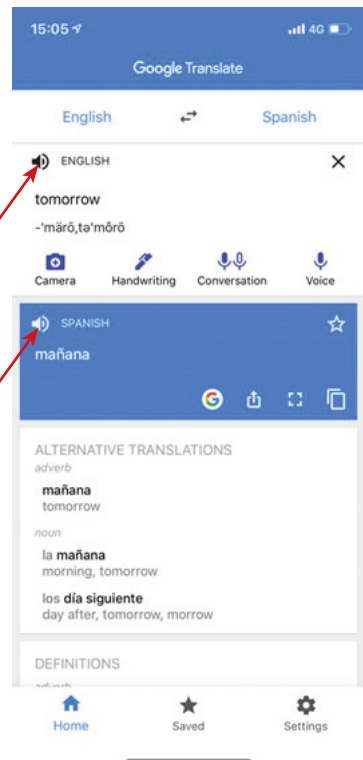
Here you can change order of languages for translation. Photos shows that translation will be form English to Spanish. If you would like to translate from Spanish to English, you would need to tap on arrows

Here write a word/sentences that you would like to translate, by using the Keyboard of your mobile phone



Tap the arrow to translate words/sentences

You should be able to see two versions of translated word, original (in this example English) and the language of translation (in this example Spanish).

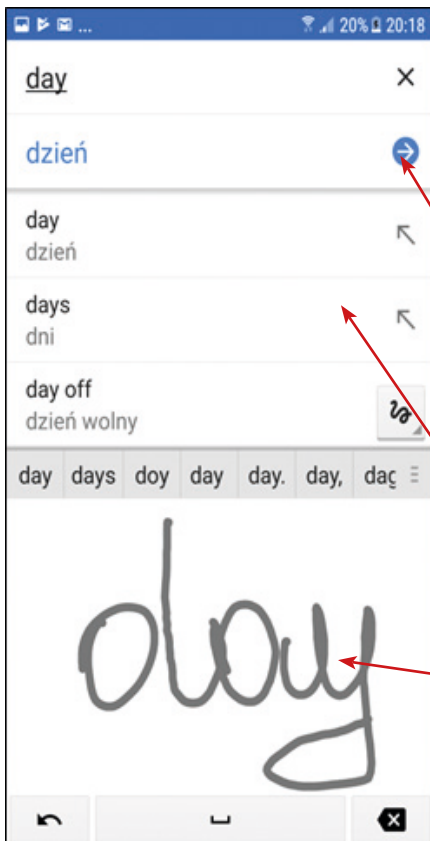
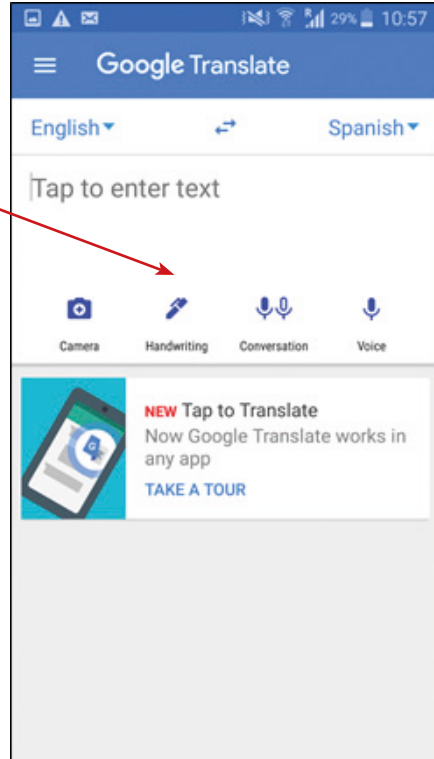


Tap here to hear the pronunciation of words in the original language

Tap here to hear the pronunciation of words in the language of translation

5. Handwriting – option to translate words/sentences which are written.

Tap here to translate words/sentences which are written

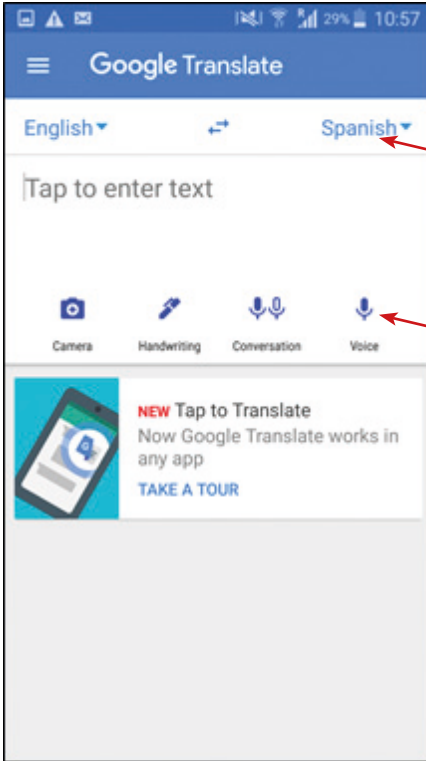


If you add (write by hand) word and you want to check pronunciation, please tap here

Here you can see Google Translate proposals

Here write (by hand/pencil for touch screen – without using the keyboard) the word to translate

6. Option to translate words/sentences which are spoken (verbal).



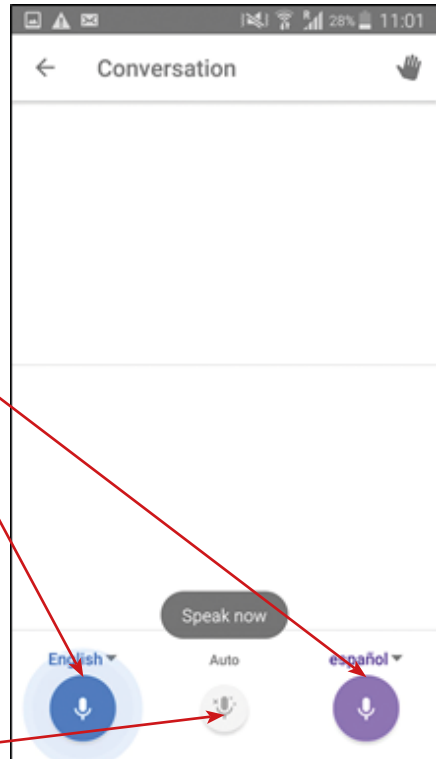
Choose the language

Tap here to translate words/sentences which are spoken (verbal)

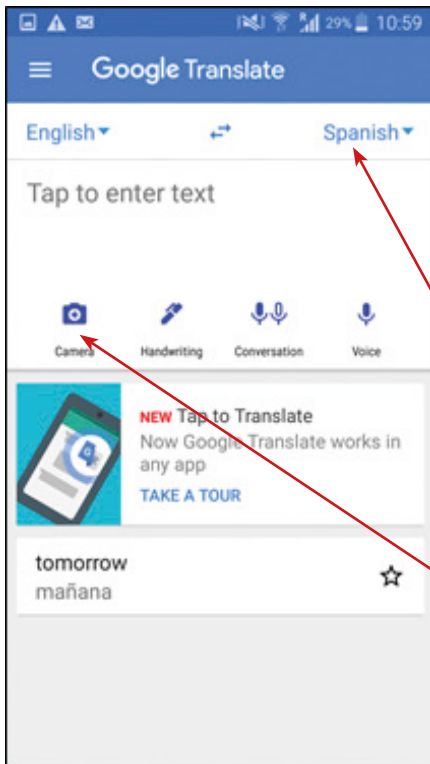
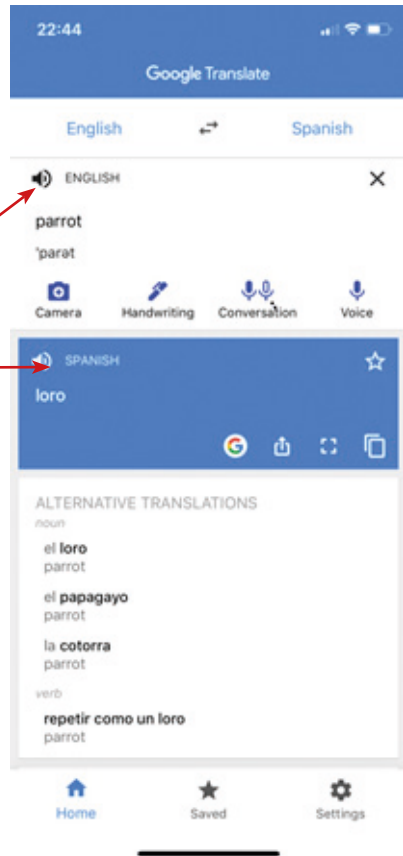


Choose languages and after that say word/sentences to translate

Tap here to turn on automatic option of translation. You can say word in English or in some other language – it doesn't matter because the application gives you two versions



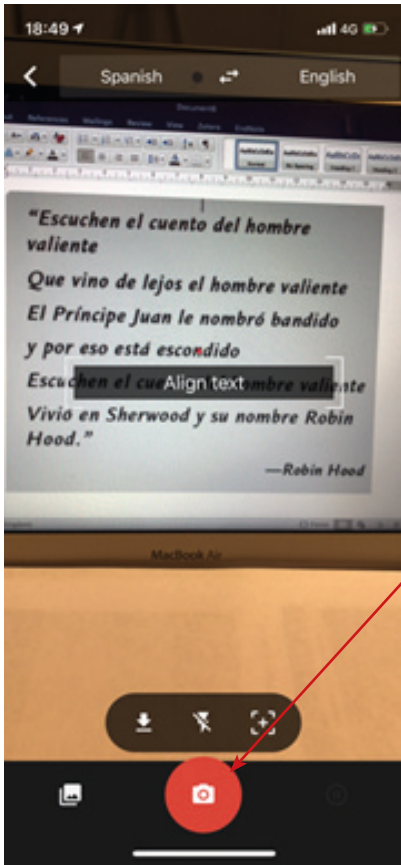
Here you can see both version of word



7. Option to translate printed text by using the camera.

Tap here (arrows) to change languages of translation. In this example, an English text will be translated to Spanish

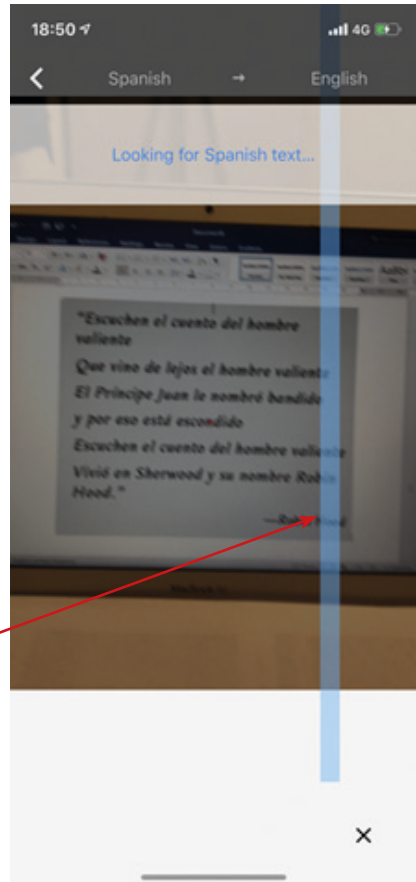
Tap here to translate text by using the camera



You should see window of the camera.
Please take a photo of the text.

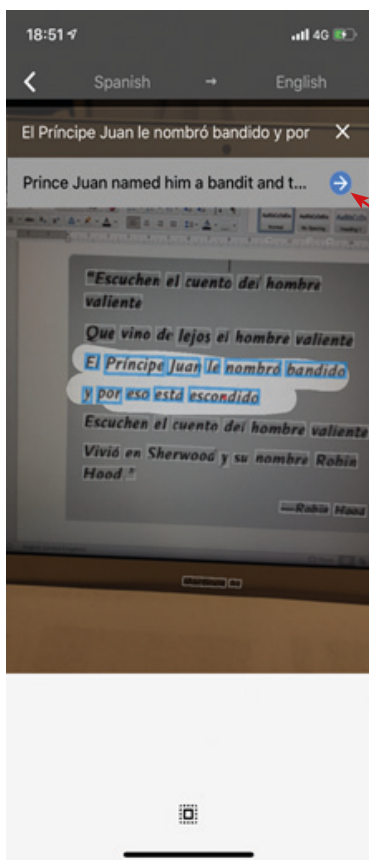
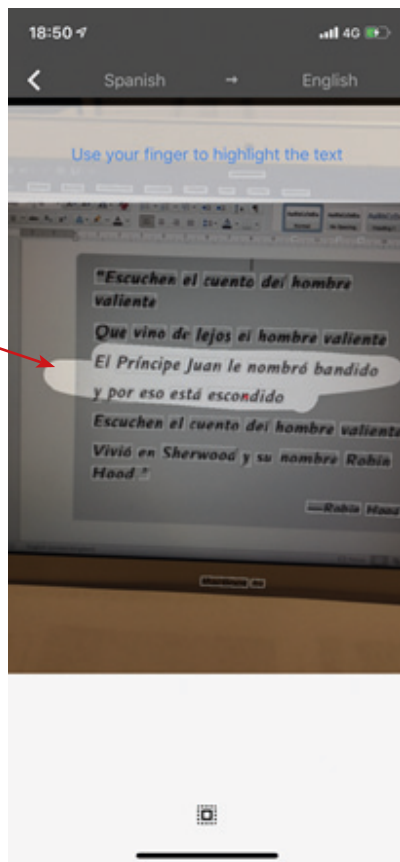
Tap here to take
a photo of the text

The Google application should start
scanning the text, which means that
will be translated.



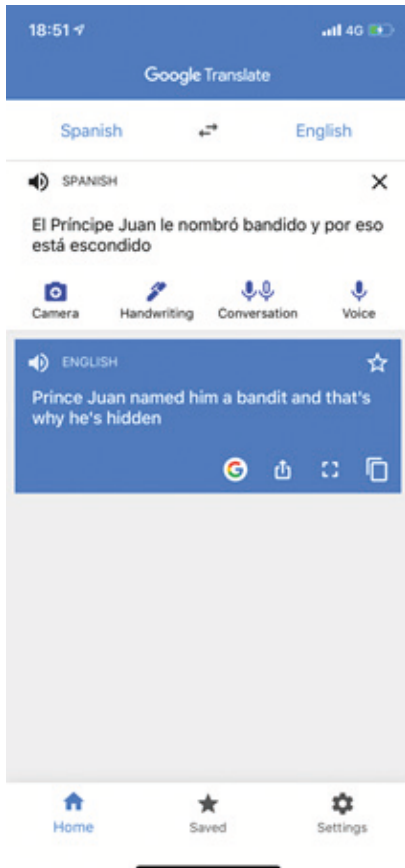
Tap here to take
a photo of the text

The application will then ask you to mark the text to translate by using a finger. Please touch a fragment which you want to translate



This fragment of text was translated. If you want to see translation, please tap the blue arrow above

Next, you should see window with both versions of translated fragment of text.



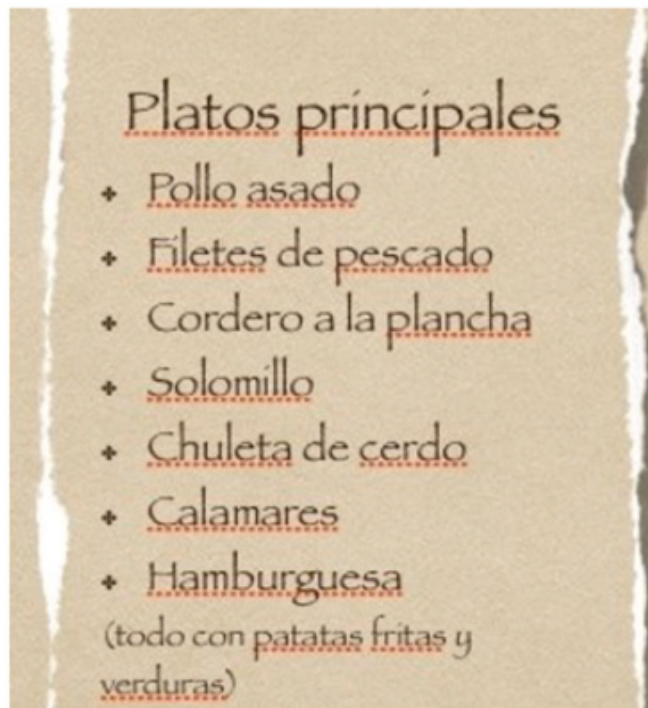
1. Please translate the red underlined sentence from Italian to English – use to do it the option of camera in the Google Translate.



2. Please use your voice and translate from English to Spanish following words – use option to translate words/sentence which are spoken (verbal). English version of these words please, write in the table.



3. Please translate menu from Spanish to English – use to do it the option of camera in the Google Translate.



4. Please use your voice and translate from English to Serbian the following words – use option to translate words/ sentences which are you spoken (verbal). English version of these words please, write in the table (annex 2).



5. Please translate from Italian into English language signs – use to do it the option of camera in the Google Translate.



6. Please translate to Serbian (using keyboard) the word:

hairdryer

7. Please translate advert of product from Serbian to English – use to do it the option of camera in the Google Translate.



8. Please translate into French language:

When is the next bus coming?

9. Please translate the wine label from Spanish to English – use to do it the option of camera in the Google Translate.

*“Escuchen el cuento del hombre
valiente*

Que vino de lejos el hombre valiente

El Príncipe Juan le nombró bandido

y por eso está escondido

Escuchen el cuento del hombre valiente

*Vivió en Sherwood y su nombre Robin
Hood.”*

—Robin Hood

10. Please translate to Spanish language:

Where is the museum?

11. Please translate the name of the dish from Serbian to English – use to do it the option of camera in the Google Translate.



12. Please translate from Spanish to English the following words:

–Calle

–Maleta

–Tienda

13. Please use your voice and translate from English to French following words – use option to translate words/sentence which are spoken (verbal). French version of these words please, write in the table.



14. Please translate the following text from Spanish to English – use to do it the option of camera in the Google Translate.



BSED-55



BRE-58



BPA-61



BZS-63



BPR-64

15. Please translate to Spanish language (using keyboard) the word:

a napkin

16. Please translate the book title from Spanish to English – use to do it the option of camera in the Google Translate.



17. Please use your voice and translate from English to French following words – use option to translate words/sentence which are spoken (verbal). French version of these words please, write in the table.



18. Please translate from Serbian to English the postcard headline – use to do it the option of camera in the Google Translate.



19. Please translate to Serbian the words from pictures:



20. Please translate to Spanish language (using keyboard) the word:

When does the shop close?

21. Please translate to Greek language (using keyboard) the word:

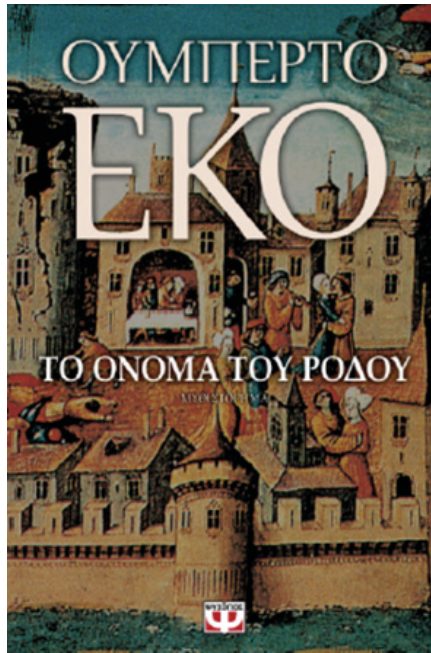
Where is the train station?

22. Please translate the name of the vegetable from Greek to English – use to do it the option of camera in the Google Translate.



Κρεμμύδι

23. Please translate from Greek to English the title of the book – use to do it the option of camera in the Google Translate.



24. Please use your voice and translate from English to Greek following words – use option to translate words/sentence which are spoken (verbal). French version of these words please, write in the table.



[This table should be fulfilled in national language after translation the task]

Please write a translated text in the table

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

SCENARIO 9 – TRIPADVISOR

Name of a series of workshops – The acquisition of practical skills related to ICT

Place of execution – seminar room

Participants in the workshops – senior citizens 60+

Educators – trained educators professionals

Duration of workshop – 120 min

Didactic aids:

- Computer, multimedia projector
- Smartphones with Internet access
- Annex 1 – Instructions of using the application TripAdvisor
- Paper sheets to create mind maps
- Markers

Topic of the workshop – TripAdvisor

Learning Objectives:

Main objective – Learning and Improving skills in the use of TripAdvisor

Specific objectives:

- Learning the operation of the application in offline mode
- Understanding the need to use the TripAdvisor application when planning a trip
- Learning how to read the information contained in the TripAdvisor application
- Learning how to cooperate in a group

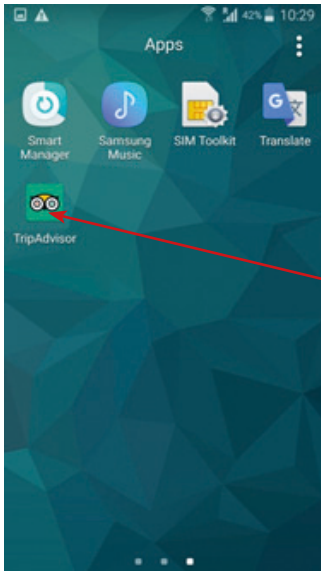
Timetable:

Activities	Description of the task	Method of realisation of the task	Time	Notes
1. Organisational – ordering activities	Greetings, presentation of the workshop objectives.	Discussion	10 min	
2. Review and discussion of the workshop content	How to plan your trip? The educator summarises the discussion and provides the participants with instructions on how to use the application TripAdvisor.	Mind maps, multimedia presentation	20 min	
3. Integration of new knowledge and skills with the already acquired information and their systematisation	Participants map their route from the place where the workshops are held to the airport with the use of Google Maps and plan the flight to their dream place using the TripAdvisor application.	Practical exercises	20 min	
4. Consolidation of new information and skills by attempting to apply them in new situations	Participants, in groups (4 groups of 3 persons each) are to map, plan a trip to the selected LoGaSET project partner – flights, hotels, tourist attractions, meals – taking into account the preferences of the participants in the journey.	Practical exercises, projects method	40 min	In each group there is a person with a smart-phone with access to the Internet
5. Checking how participants master the new knowledge and skills	Division of participants into four teams (3 persons each). Each team is to prepare a crossword puzzle. The final solution of the puzzle is the group destination (5 letters). Description of the passwords must contain information about the purpose of the journey. Workshop participants exchange their crossword puzzles and do them.	Practical exercises, crossword puzzle	20 min	
6. Summary and end of the workshop	Each group presents the destination based on the crossword – puzzle done.	Presentation	10 min	Control task 8 – meet a foreigner, comment your

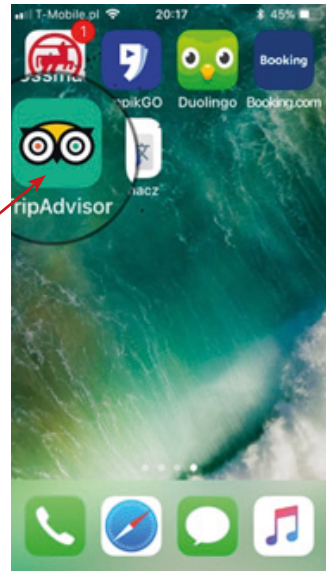
Activities	Description of the task	Method of realisation of the task	Time	Notes
				<p>trip in one sentence spoken in a foreign language unknown to you, use the Google Translate application for this purpose - cards are handed out with a white page up, seniors simultaneously turn over the cards and perform the task, observers measure the time of the control task. Satisfaction questionnaire.</p>

THE INSTRUCTION FOR USING THE TRIPADVISOR APP

1. Find on your mobile phone screen the icon of TripAdvisor.



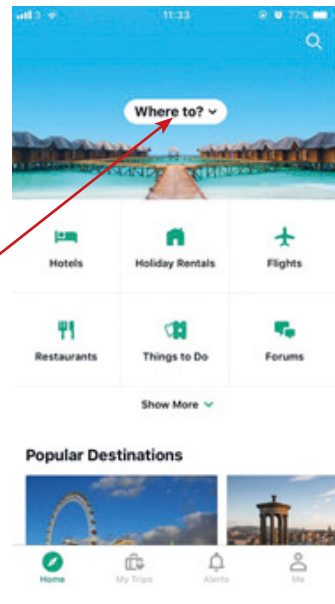
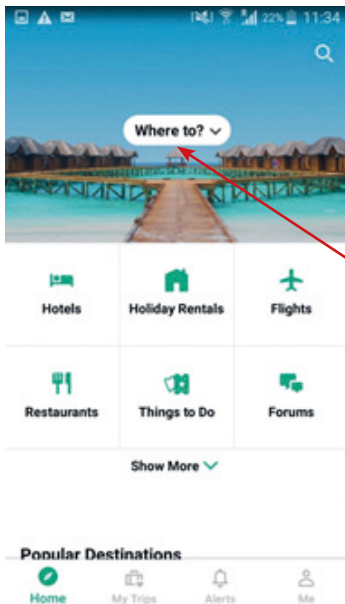
Android software



Apple software

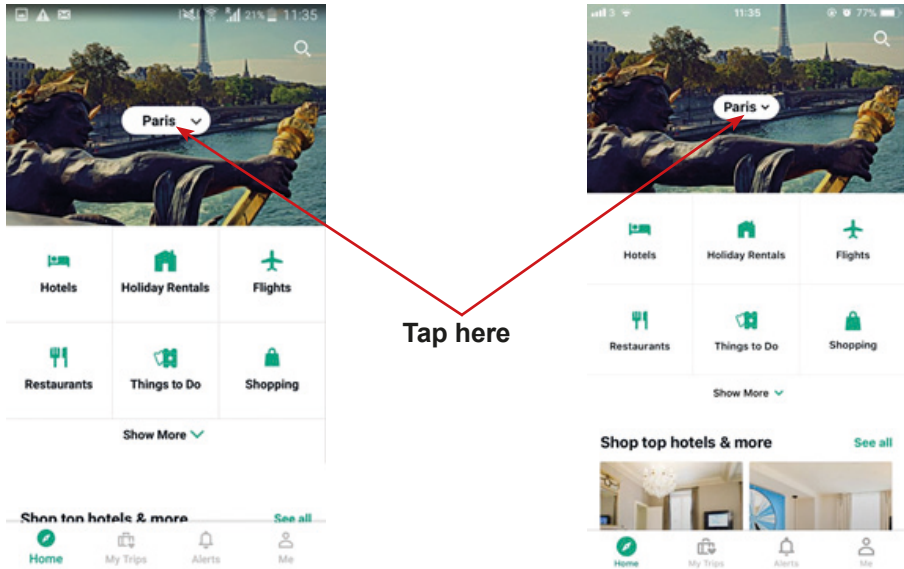
The icon of
TripAdvisor:
tap here

2. You should see the window with the title – Where to go. Tap here and select destinations.

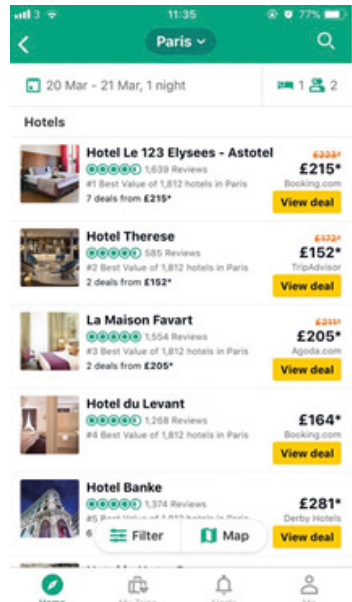
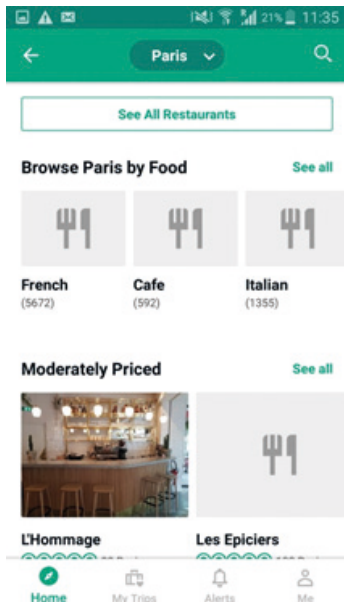


Tap here

3. Then, by taping on the individual window “Hotels”, “Flights”, “Restaurants” or “Attractions” you can find information that can help you to plan your trip.



4. For example, when you tap on the “Hotels” window, the application starts looking for a hotel proposal for you.



SCENARIO 10 – EVALUATION

Name of a series of workshops – The acquisition of practical skills related to ICT

Place of execution – seminar room

Participants in the workshops – senior citizens 60+

Educators – trained educators professionals

Duration of the workshop – 120 min

Didactic aids:

- Computer, projector
- Smartphones with Internet access
- Annex 1 – Task cards

Topic of the workshop – Evaluation of the cycle of workshops Learning objectives

Main objective – Perfecting and evaluating competencies of using particular mobile applications

Specific objectives:

Participants:

- Learn to use specific mobile applications
- Understand the need of using these applications in everyday life, and the need to be open to other participants in the workshop
- Can use particular applications and can cooperate in a group

Timetable:

Activities	Description of the task	Method of realisation of the task	Time	Notes
1. Organisational – ordering activities	Greetings, presentation of the workshop objectives.	Discussion	10 min	
2. Review and discussion of the workshop content	The educator reminds participants of the applications used during the previous workshops and summarises their use. Participants discuss difficulties they still encounter when using specific applications.	Discussion, lecture – multimedia presentation	30 min	
3. Integration of new knowledge and skills with the already acquired information and their systematisation	Participants, in pairs, draw cards with tasks and perform the tasks. The educator helps with overcoming any arising difficulties. Each pair should perform one task connected with every application	Practical exercises	40 min	Annex 1 – cards with tasks
4. Consolidation of new information and skills by attempting to apply them in new situations	Each participant draws three cards with tasks and on her/his own (without the help of the educator or other participants) does the drawn tasks.	Practical exercises	40 min	Annex 1 – cards with tasks
5. Checking how participants master the new knowledge and skills	The educator checks the correct fulfilment of the tasks by the participants.	Discussion	10 min	
6. Summary and end of the workshop	Participants talk about the most important elements of workshops and evaluate them.	Discussion	10 min	Control task 9 – you are so drawn into the game that you would like to talk to your team for a moment. Find a good restaurant in Wroclaw, where you could

Activities	Description of the task	Method of realisation of the task	Time	Notes
				<p>have a dinner with your friends – cards are handed out with a white page up, seniors at the same time turn the pages and do the job, the observers measure the time of the control task. Satisfaction questionnaire.</p>



Make an audio recording of a fragment of a poem.

In pairs, record a fragment of your favourite film quote.

Record your visiting card (introduce yourself).

Record the sound of your favourite animal.

Make a recording of a shopping list, dictated by a team-mate.

Make an audio recording of this text:

„I saw Susie sitting in a shoe shine shop. Where she sits, she shines, and where she shines, she sits.”

Play it to your team.

Record a short interview using audio, with the selected person (course participant), in which you ask:

- » Please tell me what you studied/study?
- » Do you have a pet?
- » Do you prefer to spend your free time in the city or outside?

Record a video with greetings for someone.

Make a video in which each person from your team names their favourite book.

Make a video of yourself high-fiving all team members.

Record a welcoming cheer of your team.

Record a video of two persons talking.

Record a video of a team mate explaining how to record a video with a smartphone.

Take a photo of all the stickers you have managed to gather during the course.

Send your selfie as an attachment to a text message.

Make someone's portrait.

Take a photo of your group.

Take a picture of yourself against all other participants of the game and send to five friends using the WhatsApp application.

Set a route of the five largest cities in your country in alphabetical order.

Set a route from your current location to Budapest via Prague.

Check how much time it would take to go on a bike to Nairobi.

Using Google Maps, check how much time does it take to go by car from Barcelona to Warsaw.

Install the Booking.com application on your phone.

Install the application Ryanair on your phone.

Install an application helping you use public transport in your city.

Find an application dedicated to measuring physical activity.

Find an application dedicated to checking weather forecasts. Install it and check the weather for next week.

Find and install an application for editing your photos.

Install an application with discount coupons and check which restaurants offer their coupons.

Install the Groupon application and find a good offer.

Set a route from your current location to your home (by foot).

Set a route from the nearest airport to the nearest train station (for public transport).

Find your home on Google Maps by entering the address.

Find in Google Maps your favourite cafe/restaurant by writing its name in the search field.

Plan a route for public transport from your current location to your home.

Plan a route for public transport from your home to a teammate's home.

Take a picture with the front camera and the back camera of your phone. Compare which one has better quality.

Take a picture of the right hands of your teammates.

What is the name of the tower revealed by this code?



Scan the code. Answer the hidden question.



Scan the QR codes. Decide in which event would you rather participate?



Scan the QR codes. Ask other team members, if they would go to these places:



Inform a waiter in Romania, that you do not eat gluten.

When do you pay less for a flight from London to Rome? In July or in October?

Find a hotel nearest to the Zoo in Warsaw.

Using the TripAdvisor application, find three museums in Cracow.

In TripAdvisor application find three free attractions in Rome.

In the TripAdvisor application find the highest rated museum, restaurant, and hotel in Paris.

Record a short commentary on what is going on right now around you.

Record a fragment of your favourite fairy-tale with role-playing.

Using the WhatsApp application, send a text message with greetings to a chosen team mate.

Using WhatsApp application record an audio message, in which you tell what your favourite application is and why.

Send it to a teammate.

Send an audio file, using the WhatsApp application do one of your teammates.

Make a video about what is going on around you and send it using the WhatsApp application to one of your teammates.

Using the WhatsApp application, call one of your teammates and ask what the time of the end of today's class is.

Change the name of a chosen contact in WhatsApp.

Take a photo using zoom and send it with a signature using WhatsApp application to one of your teammates.

Send your selfie to a chosen contact in WhatsApp.

Take a photo of one of your teammates and send this same person this picture using WhatsApp.

Send, in a text message, greetings and two emoticons (smileys) to one person from your team.

In the WhatsApp application write to all teammates which classes you liked the best.

Send your picture (selfie) to all persons from your team.

Make a video in which every person from your team says what is their favourite place and send the video to the Educator.

Do a group selfie of your whole team, using the front camera.

Translate the names of these animals to German. Use the microphone (translation of audio).



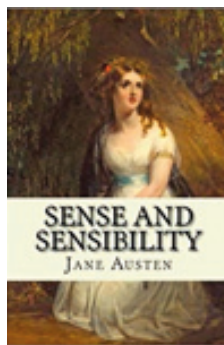
Use the handwriting option in Google Translate and translate the names of these sports from your native tongue to French.



Using the keyboard to translate this sentence using Google Translate to your native tongue:

“Gdzie jest dworzec kolejowy?”

Translate the book title to your native language using the camera option in Google Translate:



Using the camera option in Google Translate, translate this sentence into German:



Using the microphone in Google Translate, translate the names of these shapes to Italian:



Translate this sentence to Polish language:

“Life is too short to wait”.

Translate this expression into English:

“Szczęśliwe zakończenie”.

AFTERWORD

We present our readers with a book describing the activities carried out within the LoGaSET project, containing a set of ready to use scenarios for adult educators, and presenting the conclusions of scientific research. This book is an extended monograph, the natural result of the enormous contribution of work and effort by a large number of people involved in testing an educational method based on location-based games, and comparing it with the classroom method which has long been used in as a didactic tool in the education of seniors. At this point it should be emphasized that the LoGaSET project would not have been possible without the huge involvement of many people, because behind every activity, training, scenario or assessment stands somebody who has invested their time, knowledge and skills.

The LoGaSET project had both scientific and didactic dimensions, with a conceptual and executive phase. That is why we would like to express our sincere thanks to the people involved in its implementation at every stage:

We wish to thank the **Seniors**, who trusted us and decided to take part in the smartphone course, participated in classes and games, systematically and with great commitment, and carefully filled in the research questionnaires. Without your participation, it would not be possible to create new training, nor would it be possible to scientifically examine its effectiveness. In the pilot phase of the project involved a total of **153 people** who were learning how to use mobile phones.

Also the **Partner Institutions** which decided to join the project and supported the LoGaSET project activities responsibly for almost two years: The Foundation Pro Scientia Publica (Poland), which coordinated the whole project, Kairos Europe from London, which carried out the project in the UK, Mykolo Romeiro University of Vilnius, which supported our activities in Lithuania, and The Faculty of Mass Media Communication, University of Ss. Cyril and Methodius in Trnava.

Also, the **Institutions** which supported the project's activities in terms of infrastructure, allowing us to conduct training and games in their area, as well as helping us in the recruitment process:

- **In Poland:** Centrum Sektor3, Polish Association of the Deaf, Lower Silesia Branch, Club of the Senior Piast, Bar Barbara – Strefa Kultury Wrocław, Bistro Narożnik, Cinema Nowe Horyzonty, St. Boniface Parish in Wrocław, Academy of Physical Education in Wrocław, University of the Third Age at the University of Wrocław, Polish Society of Genealogy

- **In Lithuania:** Faculty of Culture, Metardas Ciobotas Third Age University in Vilnius (represented by the Dean, Prof. Aldona Mikulioniene), Metardas Ciobotas Third Age University in Vilnius (represented by the Rector, Prof. Zita Zebrauskiene), Adam Mickiewicz Public Library of Vilnius (represented by Ruta Skorupskaite)
- **In the Great Britain:** Vauxhall Gardens Community Centre, South London Cares, Age UK Lambeth, Pimlico Library, Scalabrini Fathers Mission in London, Open Age Churchill Hub, Stockwell Good Neighbours
- **In Slovakia:** Cultural Centre Malý Berlín, Jednota Dôchodcov Slovenska (Slovak Senior Association)

Also, the **Researchers** who developed a methodological and didactical concept, created scenarios of classes and games, translated them into native languages and adapted them to local conditions, prepared research tools and drew conclusions from their explorations. The scientists who took part in the project with great dedication were:

- **From Poland:** Ewa Jurczyk-Romanowska, Marta Koszycz, Luba Jakubowska, Aleksandra Marcinkiewicz-Wilk, Jacek Gulanowski, Piotr Kwiatkowski
- **From Slovakia:** Michal Kabát, Magdaléna Švecová
- **From Lithuania:** Irena Žemaitaitytė, Agata Katkonienė, Asta Januškevičiūtė, Valdonė Indrašienė
- **From the United Kingdom:** Tijana Milenkovic Jankovic, Paola Barone

Also, the **Educators** who took their first steps as teachers of seniors, and thanks to their commitment and perseverance transformed themselves into experienced trainers, as well as **observers** whose reliability allowed them to conduct pedagogical experiments in four different countries:

- **In Poland:** Ewa Musiał, Joanna Golonka-Legut, Joanna Malinowska, Aleksandra Szczygielska, Agata Chmielarz, Sylwia Bokuniewicz, Dagna Budakiewicz, Katarzyna Kaczmar, Katarzyna Żyłka, Katarzyna Łobaza, Olga Niemasz, Łukasz Montygierd-Łoyba, Justyna Szewczyk, Magda Jaworska, Mateusz Studniarek, Dominika Kęsik, Anna Lymorenko
- **In Lithuania:** Monika Samulionytė, Elizabet Pinchuk, Maria Miruna Hrom, Müge Aytekin, Eleonora Luzzati, Yujeong Shin, Ryota Ume-hara, Vittorio Spignesi, Iwuoha Martins Ekene, Mehmet Cobalak, Maria Sanchez Prieto, Nguty Nkeng Tabi, Giorgio Rampinelli, Lea Oettinger, Anna-Theres Wewerka, Hyunsu Lee

- **In Slovakia:** Miroslav Kapec, Nikola Kaňuková, Alžbeta Jánošíková, Marija Hekelj, Michal Horváth, Libuša Removčíková, Ľuboš Greguš, Dominika Škerková, Monika Krajčiová, Alexandra Alfoldiová, Július Tamáš, Martin Vanko, Lenka Kajanovičová, Jakub Kovalík, Monika Rezníčková, Karin Kubíková, Vladimíra Hladíková, Juliána Odziomková, Zuzana Benková, Dominika Jászaiová, Igor Piatrov, Simona Mičová, Veronika Moravčíková, Ľubica Bôtošová, Lenka Ďurišová, Henrieta Hubináková, Lenka Labudová, Petra Piešťanská, Alžbeta Straková, Dominik Jánoš
- **In the United Kingdom:** Tijana Milenkovic Jankovic, Paola Barone, Lucía Olaizola Garmendia, Charoula Giannelaki, Heshani Jayaratne

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- **In Slovakia:** Juliána Odziomková, Jakub Kovalík, Kristína Krupová, Peter Lančarič, Magdaléna Tomalová
- **In Poland:** Olga Niemasz, Ewa Jurczyk-Romanowska
- **In the United Kingdom:** Lucía Olaizola Garmendia

This book presents the final result of the project which involved 4 partner institutions, 23 supporting institutions, 153 senior citizens, 14 researchers, 66 educators and observers, and 7 photographers. The success of the project represents the efforts of 27 institutions and 240 people representing 4 different countries. However, it should be remembered that in this project no researcher would have carried out their plan, no educator would have taught anything, and no author would have described the results in good time if it had not been for the background personage of the project manager, reporting, negotiating with the National Agency and keeping the finances under control. Therefore, special thanks are due to **Aneta Kobylarek** from the Pro Scientia Publica Foundation, who acted as the coordinator of the project. Without her commitment, control, attention to details and deadlines, it would not have been possible to carry out such a huge project. During the two years of the project's development, the grant application and implementation phases, she supervised the team of researchers, educators and observers, with determination, just as Cardinal Richelieu cared for France.

Many thanks to all of you. It was an honour for me to cooperate with you.

Ewa Jurczyk-Romanowska
Scientific Project Manager

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