



CUPRINS

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Adult learning is a vital component of EU education policies, as it is essential to competitiveness and employability, social inclusion, active citizenship and personal development across Europe. The challenge is to provide opportunities for all, especially the most disadvantaged groups who need learning most.



I. THE PURPOSE AND OBJECTIVES PROJECT AWAKE

The purpose “extension of the adult education action zone 50+ and enhancing cooperation with the local community for improving the non-formal educational and informal instruments”

The objectives :

- improving the training and activating methods for people over 50 years old;
- broadening the knowledge dealing with the educational needs and expectations of older people;
- improving the didactical methods and ways of managing lifelong learning organizations;
- broadening the areas of educational actions undertaken by partner organizations;
- transferring the good European practices to local communities;
- breaking of the stereotypes related to older people’s abilities.
- The project will also enable:
 - promoting lifelong learning idea among older people;
 - promoting 50+ volunteering;
 - animating the need for learning among older people;
 - more effective engagement of students in educational actions;
 - better understanding of partner countries and their culture.

II. COURSE IT INITIATION

II.1. MODULE 1 / Training in communication over the Internet

1.1.THEME / *The knowledge of the computer architecture / learning unit 1* DURATION / 50 minutes

Objectives:

- To identify the components of a computer
 - To know the role of computer components
- Methods:** explanation, observation, oral questioning

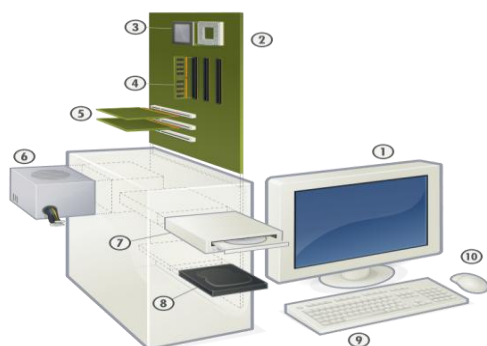
Material resources: computer, learning sheets

A. Theoretical knowledge - 35 minutes

1. Definition and domains
2. The computer components and its role
 - 2.1 The base plate / motherboard (2)

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- 2.2 The microprocessor (CPU) (3)
- 2.3 Random-Access Memory (RAM) (4)
- 2.4 Hard Disk (8)
- 2.5 Floppy Disk
- 2.6 Power supply (6)
- 2.7 Expansion cards (5)
- 3. Input units
 - 3.1. Keyboard (9)
 - 3.2. Scanner
 - 3.3. Mouse (10)
 - 3.4. Optical Mouse
 - 3.5. Web cam
 - 3.6. Microphone
 - 3.7. Optical disc drive (7)
- 4. Output units
 - 4.1. Monitor (1)
 - 4.2. Printer
 - 4.3. Plotter



B. Practical application / Identification of the components of the computer - 15 minutes
Group work; the trainer indicated the components – the learner says the name and role

1.2.THEME / Word the elements / learning unit 2
DURATION / 50 minutes

Objectives:

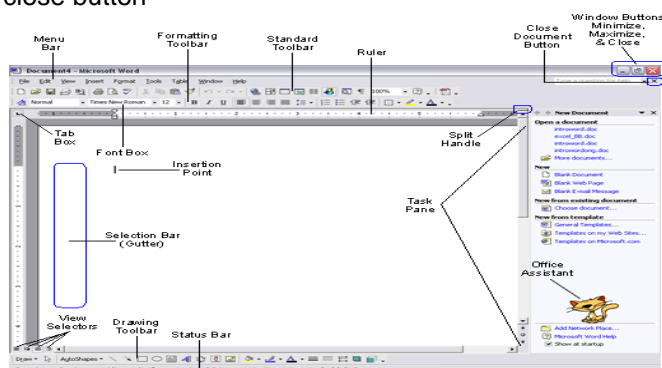
- To recognize Word display the elements
 - To know the role of display elements WORD
- Methods:** exposure, observation, oral questioning
Material resources: computer, learning sheets

A. Word of the display elements and their role – 40 minutes

- application window
- document window



- active document window
- mouse pointer – the
- insertion point
- title bar
- menu bar
- toolbar
- minimize button
- maximize button
- close button



B. Practical application / Identification of display elements WORD – 10 minutes

Group work; the trainer indicated the elements– the learner says the name and role

1.3. THEME / *Creating and sending messages through the Internet* / learning unit 3 DURATION / 100 minutes

Objectives:

- To enumerate the steps for sending or receiving an email;
- To access a mailbox;
- To send a email message

Methods: demonstration, observation, problem-solving;

Resource materials: computer, learning sheets

A. Theoretical knowledge – 25 minutes

- 1.1. Accessing a mailbox
- 1.2. Contents of a mailbox (To, CC, BCC, From, Subject, Message)
- 1.3. Role: Inbox, Drafts, Sent, Spam, Trash, Delete, Mark, Move
- 1.4. How to create and send a message
- 1.5. How to create a file attachment



B. E-mails Realization of learners – 20 / 25 minute

C. Practical application / Using the Internet in communication – 50 / 55 minute

C.1. Initiation in non-formal system: forming teams of 3-4 learners (each team will have a person who has knowledge in IT). In each team, to create and send messages via the Internet

C.2. Initiation in informal: working in pairs – trainer + student; they will create and send messages via the Internet.

II.2. MODULE 2 / Initiation in search a database using the internet

2.1 THEME / *Information about web page and site / learning unit 4* DURATION / 50 minutes

Objectives:

- To distinguish a website from a site;
- To read the a webpage;
- To access a site.

Methods: demonstration, observation, teamwork;

Material resources: computer, learning sheets sheets, website of **Association "Education - lifelong learning"**

A. Theoretical knowledge – 35 minutes

1. Webpage is a document, typically written in plain text interspersed with formatting instructions of Hypertext Markup Language (HTML, XHTML). A webpage may incorporate elements from other websites with suitable markup anchors. Webpages are accessed and transported with the Hypertext Transfer Protocol (HTTP), which may optionally employ encryption (HTTP Secure, HTTPS) to provide security and privacy for the user of the webpage content. The user's application, often a web browser, renders the page content according to its HTML markup instructions onto a display terminal. Web pages may be

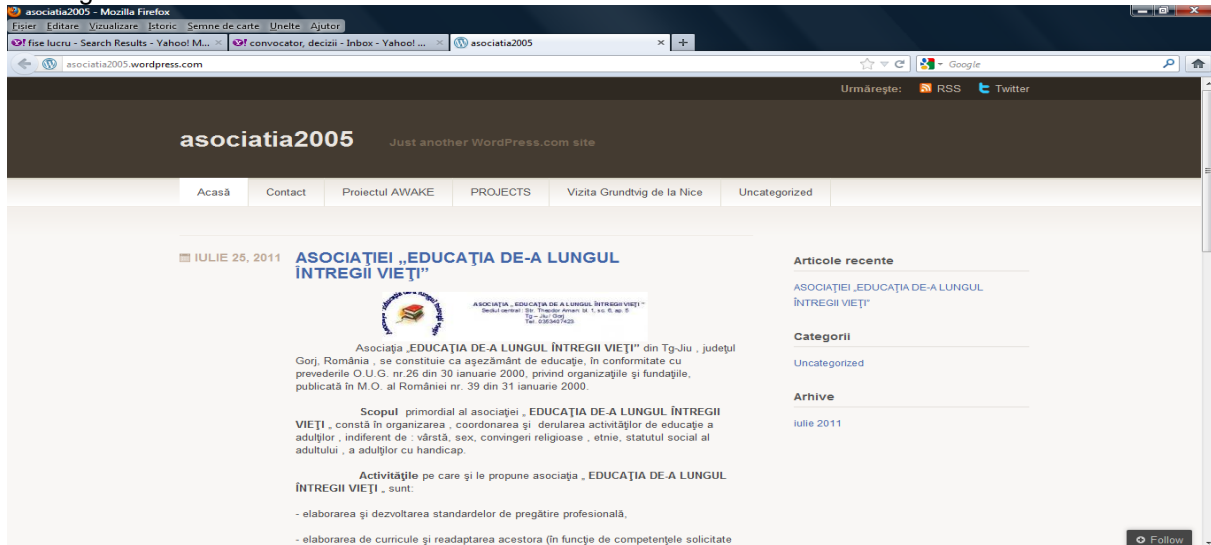


retrieved from a local computer or from a remote web server. The web server may restrict access only to a private network, e.g. a corporate intranet, or it may publish pages on the World Wide Web.

2. Web site or simply site, is a set of related web pages containing content such as text, images, video, audio, etc. All publicly accessible websites collectively constitute the World Wide Web. A webpage is a document, typically written in plain text interspersed with formatting instructions of Hypertext Markup Language (HTML, XHTML). A webpage may incorporate elements from other websites with suitable markup anchors. The pages of a website can usually be accessed from a simple Uniform Resource Locator (URL) called the web address. The URLs of the pages organize them into a hierarchy, although hyperlinking between them conveys the reader's perceived site structure and guides the reader's navigation of the site which generally includes a home page with most of the links to the site's web content, and a supplementary about, contact and link page. Some websites require a subscription to access some or all of their content

3. Web design encompasses many different skills and disciplines in the production and maintenance of websites. The different areas of web design include web graphic design; interface design; authoring, including standardised code and proprietary software; user experience design; and search engine optimization. The term web design is normally used to describe the design process relating to the front-end (client side) design of a website including writing mark up, but this is a grey area as this is also covered by web development.

4. Website Maintenance: Web Project Management is a science in that it relies on proven and repeatable processes and techniques to achieve success. Website maintenance is all about steadily upgrading, reviewing (how people respond to your stuff) and/or bringing in new things to keep them coming.



2.2.THEME / Information about search motors / learning unit 5 DURATION / 100 minutes

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Objectives:

- To know the role of a search motor;
- To use an search motor

Methods: explanation, demonstration, observation, teamwork;

Material resources: computer, learning sheets sheets, list of search engines

A. Theoretical knowledge – 45 minute

1. A database is a structured collection of data. The data are typically organized to model relevant aspects of reality in a way that supports processes requiring this information

A way to classify databases involves the type of their contents, for example: bibliographic, document-text, statistical, or multimedia objects. Another way is by their application area, for example: accounting, music compositions, movies, banking, manufacturing, or insurance.

The term database may be narrowed to specify particular aspects of organized collection of data and may refer to the logical database, to the physical database as data content in computer data storage or to many other database sub-definitions.

2. A web search engine is designed to search for information on the World Wide Web. The search results are generally presented in a line of results often referred to as search engine results pages (SERP's). The information may be a specialist in web pages, images, information and other types of files. Some search engines also mine data available in databases or open directories. Unlike web directories, which are maintained only by human editors, search engines also maintain real-time information by running an algorithm on a web crawler ([Google](#) , [Yahoo!](#), [Baidu](#), [Bing](#), [Ask](#) , [Aol](#))



3. The Search Results display shows records (bibliographic citations) from your highlighted search in your session history. This is either a search that has just been completed, or a previous search, which has been reselected by clicking View. Records are displayed by default in order of publication year.

Publication year: Results are displayed with the most recent year first. Within each year results are displayed in the order in which they were indexed in Embase Relevance: The display order depends upon the search statement. If this includes optional search terms (connected using Boolean OR), records are



ranked according to how many of these search terms they contain. Otherwise, records are ranked according to the total occurrence of all search terms.

4. Search engine optimization (SEO) is the process of affecting the visibility of a website or a web page in a search engine's "natural" or un-paid ("organic") search results. [jargon] In general, the earlier (or higher ranked on the search results page), and more frequently a site appears in the search results list, the more visitors it will receive from the search engine's users. SEO may target different kinds of search, including image search, local search, video search, academic search, news search and industry-specific vertical search engines.

5. Keywords are the words that academics use to reveal the internal of an author's reasoning. While they are used primarily for rhetoric, they are also used in a strictly grammatical sense for structural composition, reasoning, and comprehension. Indeed, they are an essential part of any language. There are many different types of keyword categories including: Conclusion, Continuation, Contrast, Emphasis, Evidence, Illustration and Sequence. Each category serves its own function, as do the keywords inside of a given category.

B. Practical application / Use search motor to identify opportunities the courses for adults – 15 minutes

The working in group (non-formal system) or individually (informal system): be determined keywords and search engine; analyzing the results (order, number of pages offered, if repeated results)

C. Practical application / Exercise / Use of the search engine to solve personal problems – 30 / 35 minutes

The working individually : each learner establishes keywords and search engine; each learner accesses the database; each learner identifies the relevant information.

D. Evaluation – 5 / 10 minutes

- a. You can use the internet to find information about a medication?
- b. How do you find information about a medication.....
- c. How verify the accuracy of information, by using the Internet

**2.3. THEME / Initiate in search a database using the internet / learning unit 6
DURATION / 50 minutes**

Objectives:

To define the database;

To recognize a link.

Methods: exposition, observation, teamwork;

Material resources: computer, learning sheets, addresses useful sites

A. Theoretical knowledge - 30 minutes

1. Hyperlink (or link) is a reference to data that the reader can directly follow, or that is followed automatically.[1] A hyperlink points to a whole document or to a specific element within a document. Hypertext is text with hyperlinks. A hyperlink has an anchor, which is the location within a certain type of a

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document from which the hyperlink can be followed only from the homepage; the document containing a hyperlink is known as its source code document. Hyperlinks are often used to implement reference mechanisms, such as tables of contents, footnotes, bibliographies, indexes, letters, and glossaries. The effect of following a hyperlink may vary with the hypertext system and may sometimes depend on the link itself; for instance, on the World Wide Web, most hyperlinks cause the target document to replace the document being displayed, but some are marked to cause the target document to open in a new window. Another possibility is transclusion, for which the link target is a document fragment that replaces the link anchor within the source document.

2. Types of links - An inline link displays remote content without the need for embedding the content. The remote content may be accessed with or without the user selecting the link. An inline link may display a modified version of the content; for instance, instead of an image, a thumbnail, low resolution preview, cropped section, or magnified section may be shown. The full content will then usually be available on demand, as is the case with print publishing software – e.g. with an external link. This allows for smaller file sizes and quicker response to changes when the full linked content is not needed, as is the case when rearranging a page layout.

 VMO's Link Partners http://www.vmotechologies.com/seolinks.aspx	Live		26	Web Design
 Supermarket Online http://www.cumpara-orice.blogspot.com	Live		94	Web Design
 Bancuri bancuri.ro, noi cu blonde si cu bulan http://www.bancurionline.go.ro	Live		63	Web Design
 Vanzari Garsoniere Eforie, vanzari apartamen http://www.vanzari-garsoniere-eforie.ro/index.php	Live		39	Web Design
 Comanda pizza la domiciliu Livrare oriunde in http://www.comanda-super-pizza.ro/links.php	Live		36	Web Design
 Inchirieri case Ploesti, inchirieri vile Ploesti, c http://www.marshall-immobiliare.ro/ro/inchiriere/c	Live		28	Web design
 Mobila Focsani Company T&M - unic importat http://www.companytm.com	Live		28	Web Design

3. Example of the list of links (tourism)

www.tourismguide.ro
www.despreSpa.ro
www.iturism.ro
www.infoturism.ro
www.vreamea.com
www.meteo.ro
www.hotelspoianabrasov.com
www.alpinet.org
www.hartionline.ro
www.roturism.com
www.romaniantourism.ro
www.amfostacolo.ro
www.litoralulromanesc.ro
www.bileteavion.ro



www.turism-360.ro
www.harta-turistica.ro
www.rol.ro
www.bonjour-roumanie.com/thalasso-hotel- europa -roumanie/

B. Practical application / Accessing a link - 20 minutes

B.1. Initiation in non-formal system: forming teams of 3-4 learners ; to communicate a link ; each group accesses and analyzes the content of link; discussions.

B.2. Initiation in informal system: is working in pairs - trainer + learner; trainer communicates a link; the learner access and analyze the content of link; discussions.

II. MODULE 3 / *Internet use in solving personal administrative problems*

3.1. THEME / *Elaboration and use of the tables / learning unit 7* DURATION / 50 minutes

Objectives:

To access Word display elements for achieving a table;

To know how to add elements to a table;

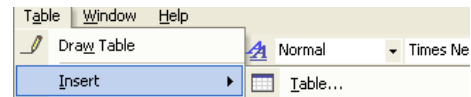
To know how to delete elements of a table

Methods: explanation, demonstration, observation, simulation, miniproject;

Material resources: computer, learning sheets, Excel program;

A. Theoretical knowledge - 20 minutes

- 1.1. Create a table
- 1.2. Inserting rows and columns
- 1.3. Edit, delete, move / copy the contents of a cell
- 1.4. Changing a column width



B. Practical application / *Creating a table with revenues and expenses - 25 minutes*

Represent in a table, spending and income family in the previous month. The table contains: previous balance ; family income and expenditure of the previous month (types of income and expenses); savings or debt at the end of the month

Note: Not indicated actual values

C. Evaluation - 5 minutes

- C.1. Enumerate steps to achieving a table with 4 columns and 5 rows
- C.2. Explain how increase the number of rows or columns
- C.3. Explain how it decreases the number of rows or columns

3.2. THEME / *Online payment/ learning unit 8* DURATION / 150 minutes



Objectives:

- To know the role eBook;
- To enumerate the steps for online command and payment;
- To enter data for online payment.

Methods: explanation, demonstration, observation, working in pairs, simulation;

Material resources: computer, learning sheets, ebooks models, invoices

A. Theoretical knowledge - 100 minutes

Electronic books are marketed online by specialized services **ePayment**.

Online payment ensures **the services secure and efficient** without commission; the system ensures commands / payments online, in an organized and easily accessible

There are 10 steps to order and pay online (for any electronic credit card).

1. Choose you eBook and click on the link ["The card payment"](#)

2. It reaches in a completely **secure page**, ePayment server. Here, you are asked to **enter personal data** (see figure below).

The information is necessary for the proper and efficient order. Personal information is not transferred to the third party. The form must be completed correctly. An incorrect email address slows the whole process the order.

The image shows two overlapping screenshots of an online payment interface. The background screenshot is titled 'CREATE A FOREIGN PAYMENT' and includes fields for 'Execution date' (14.09.2010), 'Paid to' (Pierre-André SMITH), 'IBAN' (gb29 nwbk 6016 1331 9268 19), 'Beneficiary's bank' (UNITED KINGDOM), 'Charges' (SEPA (CHF 0.-) max 100'000 EUR), and 'Paid by' (INTERNET DEMO). The foreground screenshot is titled 'Enter Billing Address Information' and prompts the user to enter the address for the invoice. It includes fields for 'Name' (Bill Address), 'Company' (Help for Special People), 'Address' (123 Fourth St.), 'City' (Wilmington), 'Province/State, Postal/ZIP' (Alaska 10101), and 'Country' (U.S.A.). There is also a checkbox for 'Shipping address for purchase is same as Billing Address' and buttons for 'Previous', 'Next', and 'Cancel'.

3. Entry of data credit / debit card

For payment "Credit / Debit Card" is required to complete a form with your personal information. To the payments with credit / debit cards issued by Visa and MasterCard (Visa / Visa Electron and Mastercard



/ Maestro) use the 3D Secure system which provides online transactions with *the same level of security as those ATM or physical environment, trader.*

4. In a new box, we view **the product purchased.**

5. Be completed the box with the **billing address and shipping address.** It can edit and change the addresses ([Edit Data](#))

6. In a secure page **enter card information** and payment amount

- Card number;
- Expiry date;
- code CVV2 or CVC2 (if the card has such a code);
- 3D secure password (if the card is enrolled in the 3D Secure system).

By 3D Secure system no information about the card is not transferred or stored, in servers at any time. All these data are entered directly into the Visa and MasterCard.

7. In the end, be click on the button (*Place Order*).

8. After pressing (*Place Order*) insert MasterCard SecureCode (is an additional security measure). Activation of this type of protection enhances safety card online. 3D Secure password protects additional online as offline PIN.

9. On the last the box dealer name appears, the phone assistance nonstop and a banner which states that online payment is Secured by Thawte



10. If the information provided is correct and in the card account are sufficient funds to cover the amount of the order of payment order, receive will approval of the transaction. In the following screen are thanks for online ordering. Order is complete when payment is authorized, ePayment system processed and trader confirms delivery of products / services. Payment obligation on the trader turns off when the ePayment payment. Within minutes, in the email address have received all information necessary to download *eBook bonuses*.



Currently, credit card / debit card used are: Visa, Visa Electron, Mastercard / Eurocard, Maestro, including virtual cards Visa or MasterCard.



B. Practical application / Simulation of online payments – 40 / 45 minutes

Simulate the online order and payment of a product. Indicate the steps that follow them. It will work in pairs (2 people). The trainer will track every pair (*initiation in non-formal system*) and trainer + learner working in pairs (*initiation in informal system*).

C. Evaluation - 5 / 10 minutes

Describe how to make a payment online

II.4. THE FINAL EVALUATION QUESTIONNAIRE

Results and informations (about the learner) are confidential !

1. You are in front of a computer. The computer is connected to the Internet. Computer is off.
Start your computer ! Send an email to one of the addresses: mimm_79@yahoo.com sau luizapopesuccd@yahoo.com (2 pct.)
2. You are interested of the role of aromatic plants in a healthy diet? Use the Internet for information? Please demonstrate! (2 pct.)
3. You are in front of a computer. Build a table with **7 columns** (one column for each day of the week) and **5 rows** (for activities). Complete the rows with activities (for each day of the week). If necessary, add rows !.2 pct.)
4. Enumerate steps for online payment of invoices ! (3 pct.)

Note:

Working time: 50 minutes

Minimum points: 5 points

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Date
Signature of learner ...

II.5. SATISFACTION QUESTIONNAIRE

In the period you've attended a free initiation course in IT of the project **Active Aging With Knowledge and Experience / Awake** developed through Grundtvig - Learning Partnerships, Call 2011. Regarding the course, please answer the following questions by ticking in the appropriate rectangle:

1. Have you attended a course in IT initiation. Was it interesting to you ?						
Yes		Partially			No	
2. How do you evaluate the conditions in which the IT course initiation was conducted ?						
Very good		Good		Satisfactory		Unsatisfactory
3. How do you evaluate the quality of learning sheets ?						
Very good		Good		Mediocre	Poor	Very Poor
4. How do you evaluate the trainer ?						
Yes		Partially			No	
5. During the course, have you communicated with the trainer, did he answer your requests ?						
Yes		Partially			No	
6. Has the trainer applied didactical strategies of capacitation by attention ?						
Yes		Partially		No		I have not realized
7. Have you learned useful things ?						
Yea		Partially			No	
8. How much do you apply the information you learned ?						
Total		Partially			Nothing	
9. Have you been informed of the source of funding of the project ?						
Yes		Partially			No	
10. If you will be offered the opportunity to attend a new course, will you participate?						
Yes		I'm not sure			No	
11. If you wish to participate on a new course, what content should have the course?						
Continuation of preparation in IT	A foreign language	Healthy lifestyle	Re (qualification)	Ecology	Culture	Gardening
12. How do you evaluate the trainer ?						
Very good		Good		Mediocre	Poor	Very Poor

Notă:

- is not required the signing of questionnaire;
- duration : 5 - 8 minutes

Data:



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www.wikipedia.org/



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who helped in the preparation and editing of this course support

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THANK YOU !