Module 2 – Useful programs and apps

Module Background

Nowadays, in order to be prepared for the labour market is essential to be able to manage several digital skills related to the creation and edition of documents on digital devices. Furthermore, smartphones and their different applications are not only necessary for work tasks, but they are also fundamental for the management of daily life in different contexts.

Module/ Skill Unit Code	Module/Skill Unit Title	Teacher led instruction	Teacher backed instruction	Total number of hours
MODULE 2	USEFUL PROGRAMS AND APPS			
SU 2.1	Introduction to MS Word	10	8	18
SU 2.2	Graphic design	10	8	18
SU 2.3	Using smartphone apps	10	8	18
TOTAL MODULE HOURS		30	24	54

link

Skill Unit 2.3 – Using smartphone apps

Skill Unit Background

Nowadays mobile phones are necessary and even mandatory in our everyday life. We need them for many different purposes and in many different contexts such as social, academic, economic and even for doing different working tasks. For this reason, this module will be focused on different smartphone applications that will be useful for our students according to the different contexts involved.

Learning Objectives

This Skill Unit will teach how to download and use smarthphone apps

Learning Outcomes

The learner is able to navigate on the net, access different websites and platforms and search for information (2.3.1)

The learner is able to download and create a new profile on smartphone applications such as Facebook, Instagram or Mail (2.3.2)

The learner is able to post a comment on a partner's post (2.3.3)

The learner is able to create a new post on their profile (2.3.4)

The learner is able to apply basic forms of security and protection in digital contexts (2.3.5)

Pre-knowledge

Using the web or app searcher on the smartphone and the keyboard.

Indicative content: Topics and Key concepts

- Smartphone apps
- Creating a new profile on apps
- Social networks
- Writing a post on social media
- Posting a comment on social media
- Risks and security on internet

Teacher led Activities	Teacher backed Activities

My smartphone is a remote control! 2.3.1): Discover the knowledge you have acquired about Word, Canva and Powerpoint doing a Kahoot quiz

Find the Facebook Page (2.3.1): Find on different Facebook pages information about the favourite movie, musician or artist of each member of your group

And the winner is... (2.3.1): Discover the most common social networks used by you and your partners doing a Mentimeter survey

App Exploration Challenge (2.3.1, 2.3.2): Discover various app categories (communication, entertainment, education, and more). Get your app adventure started with a list of must-try apps.

My new Facebook group (2.3.2, 2.3.3, 2.3.4, 2.3.5): Create a new private Facebook profile with new friends, new posts, new photos and a new group.

Look what I have done! (2.3.2,2.3.3, 2.3.4, 2.3.5): Post on a new profile on Instagram all your works done on Word, Canva and Powerpoint using different posts and show the world what you can do!

Assessment methods

As final assessment of this Skill Unit, the students will download the LINKEDIN app, create their own profile and add their CV document and extra information about themselves.

MY SMARTPHONE IS A REMOTE CONTROL!

Activity type: Evaluation. Gamified.

Topics and content:
Smartphone apps, Word, Canva and Powerpoint

Learning outcomes:
The learner is able to navigate on the net, access different websites and platforms and search for information.

Target group:
Individual activity

Material

Physical material: smartphone with internet connection. Projector. Screen
Link to activities:

https://create.kahoot.it/details/cba3426a-622a-4898-a2f7-ded1392ed2e3

Step by step process

1. The educator creates a multiple-choice quiz on Kahoot with questions related to SU 2.1. "Intro to MS Word" and SU 2.2. "Graphic Design" in order to review the previous content of the module.
2. The educator provides the QR code, which will give access to the quiz.
3. The educator projects the multiple-choice questions and possible answers on the screen
4. The learners answers the multiple-choice questions using their mobiles as a kind of remote control, each colour contains one answer but there is only one true answer for each question.
5. Learners have 30 seconds to answer each multiple choice question.
6. The fastest learner wins the game.
7. Move to the debriefing questions.

Debriefing

How did you feel doing the quiz?
Have you ever used your mobile to play a game like this before?
Do you remember the information about the previous skill units?

Tips

Check you have a good wifi connection before starting the game
Provide a small demonstration about how to play before playing the game
Increase the timeallocated to each answer

AND THE WINNER IS...

Activity type: Introduction

Topics and content:
Smartphone apps

Learning outcomes:
The learner is able to navigate on the net, access different websites and platforms and search for information

Target group:
individual activity

Material

Physical material: smartphone with internet connection. Projector. Screen
Link to activities:
https://www.mentimeter.com/app/presentation/al4ro6qmapopzn6hxxhs69m9n8qnfdh9

Step by step process

1. Learners create a questionnaire about favourite apps on Mentimeter
2. Learners tell students to go to www.mentimeter.com
3. Learners provide the CODE to access to the questionnaire or project the QR code by adding the instruction slide
4. Learners get into the Mentimeter questionnaire through the code on mentimeter.com
5. Learners answer the questions with true information for them
6. Learners show the answers on the screen
7. After the results, the learners will discuss about pros and cons of their favourite apps
8. Move to the debriefing questions.

Debriefing

How did you feel doing the questionnaire?

Do you have a similar taste to your partners?

Were you surprised at your partners' answers?

Tips

Check you have a good wifi connection before starting the questionnaire
Check their smartphone screens while they are doing the questionnaire - wait for them in case they get lost or loose conection

MY NEW FACEBOOK GROUP!

Activity type: Instruction

Topics and content:
Facebook profile and groups

Learning outcomes:
The learner is able to download and create a new profile on smartphone apps such as Facebook or Instagram;
The learner is able to post a comment on a partner's post;
The learner is able to create a new post on his/her profile;
The leaner is able to apply basic forms of security and protection in digital contexts

Target group: individual/group activity

Material

Physical material: smartphone with wifi connection. Projector

Step by step process

1. First, the educator will create a new profile on Facebook and configure it as a private profile.
2. The students will do the same following the example.
3. The learner will take a selfie and upload it as a profile photo.
4. The learner and the educator will write his/her Facebook name on the board and all the partners will look for the others, send them a friend request and add them as friends.
5. The learners will take a photo of the group with their mobiles, share it on his/her profile and label all their partners and the educator in the photo
6. The educator will create a private group on Facebook and will write the name of the group on the board.
7. The learner will look for the group on Facebook and send a group request.
8. Finally they will post photos on the group and write some comments about them.
9. Move to the debriefing questions.

Debriefing

How did you feel during the activity?
Have you ever used Facebook before?
How did you configure the profile so as to be a private one?
If it is your first time on Facebook, are you going to look for other friends on Facebook? How?
Are you going to be in touch with your partners on Facebook?

Tips

Check you have a good wifi connection before starting the activity
Provide a live demonstration of each step if needed
Monitor their smartphone screens while doing the activity
Check their accounts are private

FIND THE FACEBOOK PAGE

Activity type:
Online. Follow-up

Topics and content:
Facebook sites

Learning outcomes:
The learner is able to navigate on the net, access different websites and platforms and search for information.

Target group:
Individual activity

Material

Physical material: smartphone with wifi connection.

Step by step process

1. The educator will divide the students into different groups.
2. The educator will assign a topic to each group (favourite movie, favourite music artist, etc)
3. Each group member will find a Facebook page about his/her favourite movie, artist,, etc.
4. Once found, each learner will read the last post of the page they found and share the information with the rest of the group.
5. Finally, each learner will share the information on the common Facebook group of the class

Driving questions

Where do you look for information on Facebook?

How do you share and post information in a common group on Facebook?

Did you find interesting information? Did you know about it?

LOOK WHAT I HAVE DONE!

Activity type: Instruction

Topics and content:
Post photos on Instagram

Learning outcomes:
The learner is able to download and create a new profile on smartphone apps such as Facebook or Instagram;
The learner is able to post a comment on a partner's post;
The learner is able to create a new post on his/her profile;
The leaner is able to apply basic forms of security and protection in digital contexts

Target group:
individual activity

Material

Physical material: smartphone with wifi connection. Projector

Step by step process

1.First, the educator will create a new profile on Instagram and configure it as a private profile.
2. The students will do the same following the example.
3. The learner will take a selfie and upload it as a profile photo.
4.The learner and the educator will write his/her Instagram name on the board and all the partners will look for the others, send them a friend request and add them as friends.
5. The learner will take a photo of all the works he/she has done for the activities implemented in the previous Skill Unit (Word and graphic design) and this Skill Unit too.
6. The learner will post each work in a different post and he/she will provide a brief explanation about each one. For the GIF he/she will use a video format.
7. Move to the debriefing questions.

Debriefing

How did you feel during the activity?
Have you ever used Instgram before?
How did you configure the profile so as to be a private one?
If it is your first time on Instagram, are you going to look for other friends on Instagram? How?Which social site do you prefer, Facebook or Instagram? Why?

Tips

Check you have a good wifi connection before starting the activity
Provide a live demonstration of each step if needed
Monitor their smartphone screens while doing the activity
Check their accounts are private

APP EXPLORATION CHALLENGE

Activity type: Follow-up

Topics and content: Smartphone apps
Creating a new profile on apps

Learning outcomes:
The learner is able to navigate on the net, access different websites and platforms and search for information;
The learner is able to download and create a new profile on smartphone apps such as Facebook or Instagram

Target group: Individual activity

Material

Physical material: Smartphone

Step by step process

1.The educator presents various app categories (communication, entertainment, education, etc.).
2. Provides participants with a list of recommended apps to download (e.g., a social media app, a news app, a game app).
3. Asks them about their interests
4. Offers visual guides with step-by-step instructions for downloading and setting up these apps.
5. Encourages participants to complete the "scavenger hunt" by finding and installing each app.

Driving questions

To which category do these apps belong?

Which app would you like to download? Why?

Do you remember how to download it?

Tips

Present them application regarding for instance language learning, cooking, wellbeing, water drink reminder and encourage them to work thinking about their real interests.