COMPUTATIONAL SENIORS

USER GUIDE

FOR THE OPEN EDUCATIONAL RESOURCES (OERS)

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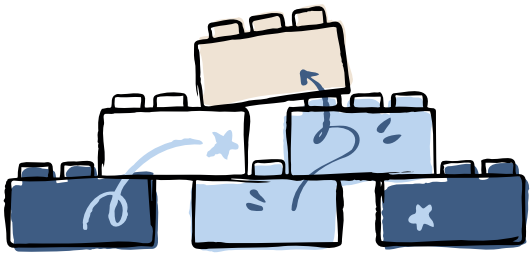
INTRODUCTION



This User Guide is designed to provide clear and practical guidance for the use of the COMPutational Seniors Open Educational Resources (OERs). These resources have been developed to support adult trainers in introducing Computational Thinking (CT) as a methodology to enhance lifelong learning skills in adults, particularly those with limited digital access or experience.

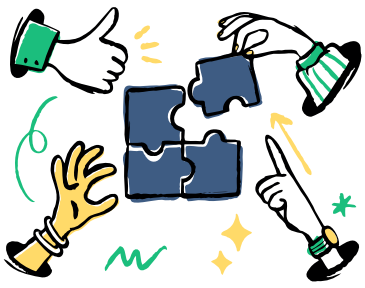
THE AIM OF THIS GUIDE...

is to help you understand how to make the most of the COMPutational Seniors modules, whether you are using them in formal or non-formal education settings, independently or as part of a training programme

In the following sections, you will find an overview of the project and the course content, a step-by-step explanation on how to use the OERs, and useful tips to support your implementation of the materials.

FOR ADULT EDUCATORS:

Designed with your needs in mind, this guide focuses on practical application, helping you adapt the resources to fit your learners' needs and teaching context.



ABOUT COMPSENIORS

COMPutational Seniors is a European initiative co-financed by the European Union under the Erasmus+ programme. The goal of the project is to introduce Computational Thinking into adult education by creating open and accessible educational resources that help trainers integrate this key skill into their courses.

These materials aim to strengthen digital and transversal skills among adults, particularly those in vulnerable situations, helping them take an active role in today's increasingly digital society.

The Open Educational Resources (OERs) developed by the project are designed to be flexible and easy to apply, even in low-tech environments.

They include both digital and unplugged activities that trainers can use in different settings.

Who is this guide for?

- Adult educators and trainers working in formal or non-formal education settings
- Organizations offering training or support to adults, including NGOs, community centers, and social services
- Facilitators and volunteers supporting adult learning
- Professionals in inclusion, digital skills, or lifelong learning who want to introduce new methodologies in their practice

THE OERS AT A GLANCE

The course

COMPutational Seniors is an open-access training programme designed to help adult educators integrate Computational Thinking (CT) into their teaching practice. The training supports both self-learning and instructor-led approaches, offering clear, structured content and adaptable resources that can be used across a wide range of adult education settings.

While each module can be used independently, they are best followed in order as part of a progressive learning path. The first modules explore what Computational Thinking is, why it matters in today's world, and how it can address key challenges in adult education. The later modules offer practical guidance on how to apply CT in inclusive learning environments, focusing on teaching strategies and adaptation for low-skilled or digitally excluded adults.

The course is divided into the following six modules:

00

Introduction video
A brief overview introducing the concept of Computational Thinking, its relevance in adult education and what to expect from the course modules.

01

How do computers think?
Introduces the key concepts of CT, like abstraction and decomposition and how these mirror both human and computer problem-solving.

02

Why is it important to teach CT?
Explores the value and relevance of CT in adult education, addressing challenges and opportunities for promoting it among low-skilled or digitally excluded learners.

03

Integrating CT in adult education
Focuses on strategies and pedagogical approaches to embed CT into adult learning, including lesson planning and real-life applications.

04

Teaching strategies
Demonstrates how programming activities can develop essential soft skills such as critical thinking, collaboration and creativity in adult learners.

05

CT as an inclusion tool for disadvantaged adults
Highlights the potential of CT to promote social inclusion, digital empowerment, and opportunities for lifelong learning among marginalized adult groups.

What is included in each module

In each module, you will find:

- **Introduction:** A short overview explaining the topic, objectives, and expected learning outcomes.
- **Core content:** Clear explanations of the main concepts, supported by real-life examples relevant to adult educators' daily practice.
- **Interactive activities:** At least two exercises per module to reinforce learning. These include gamified tasks such as quizzes, puzzles, matching games, or short challenges.
- **Case studies and good practices:** Practical examples to help connect the content to real-world adult learning scenarios.
- **Knowledge check**: A short self-assessment (e.g. multiple choice or game) to review key takeaways.
- **Summary:** A brief recap highlighting the core points of the module.

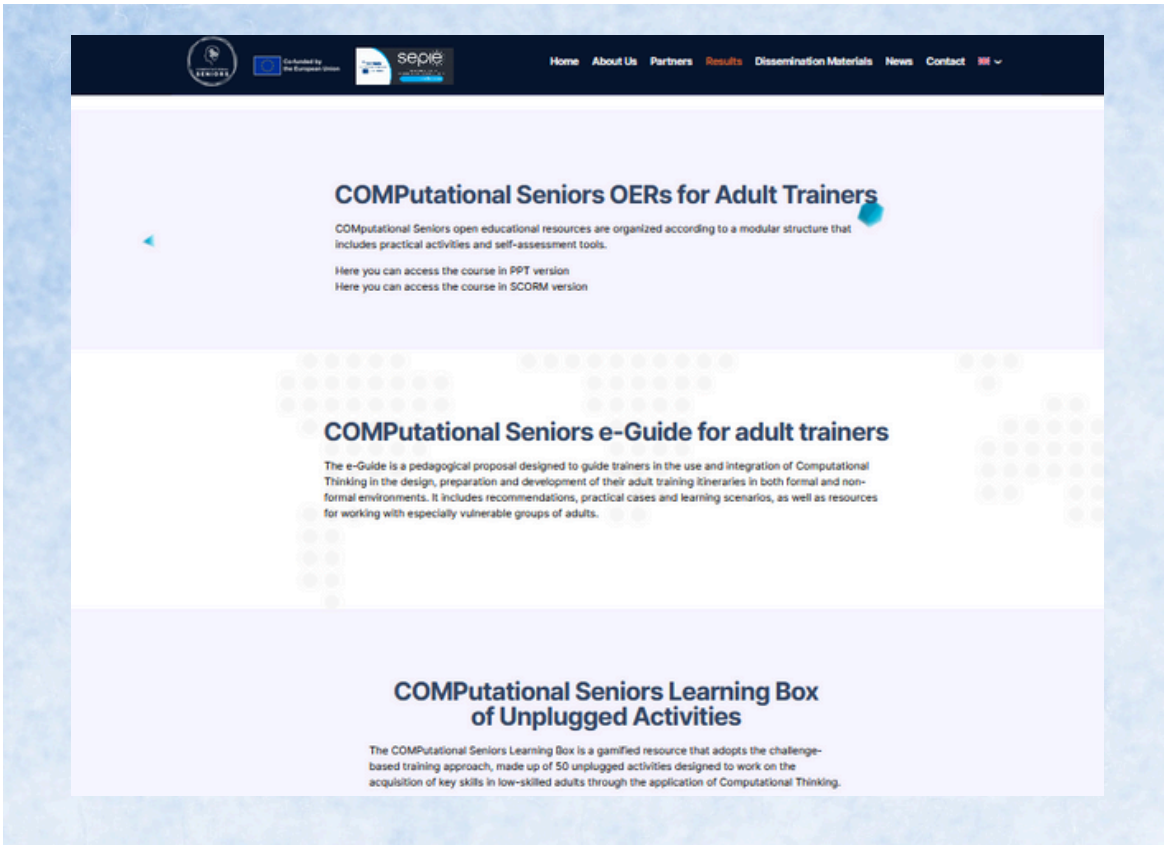
Modules are designed to be flexible and customisable. We encourage you to adapt the content to your learners' needs, levels, and learning environments.

PLATFORM GUIDE

The COMPutational Seniors platform hosts five structured learning modules (plus an introductory video) designed to help you explore and apply Computational Thinking in adult education. The platform is free, open-access, and easy to use. No registration or account creation is required.

Steps to follow

1. Visit the project`s website: https://computationalseniors.eu/, and click on the “Results” tab.
2. There, you will find a page presenting the three major results of our project: the **OERs for adult trainers,** the **E-guide for adult trainers** and the **Learning Box of Unplugged Activities.**



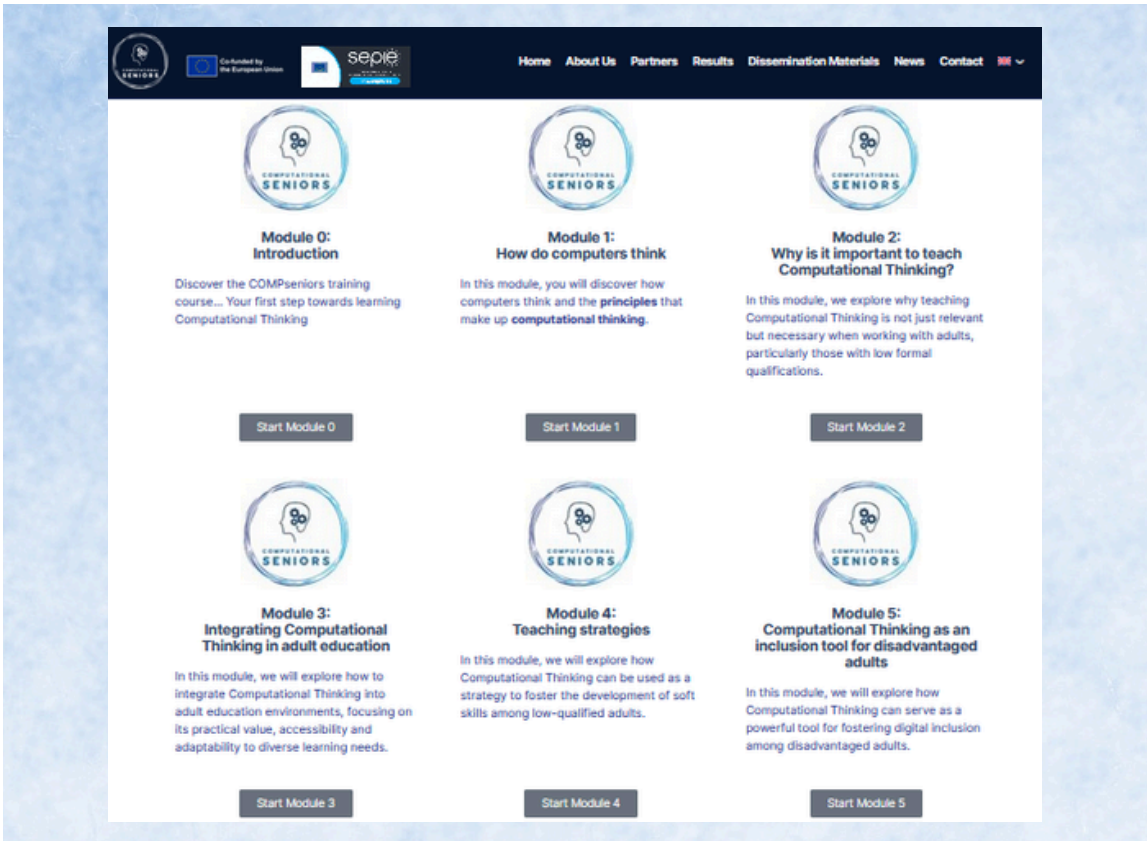
Under the “Computational Seniors OERs for Adult Trainers”, you’ll see that there are two ways of accessing the learning content developed.

On the one hand, you can download the Modules in a PowerPoint format and use them in the way that suits your learning or professional needs best
or print them to have a completely offline learning experience.

On the other hand, next to this option, is the one to access the digital version of the course, that is, the COMPSeniors Training Course Platform. If you click on this option, you’ll be immediately directed to the platform’s main page in the same language you have navigating so far.

3. Once you access the platform, the navigation is very simple.

If you scroll down or click on “Check out the course modules”, you
will find the six units that are part of the training course with a short description. This is the Training Course Overview page.



4. Now you can select the module you want to take, by clicking on the corresponding button “Start Module”.

As mentioned in the previous section, you can follow the modules in a sequential way to build up knowledge progressively, or you can start with the theme that interests you the most, depending on your learning goals, experience level or the specific needs of your learners.

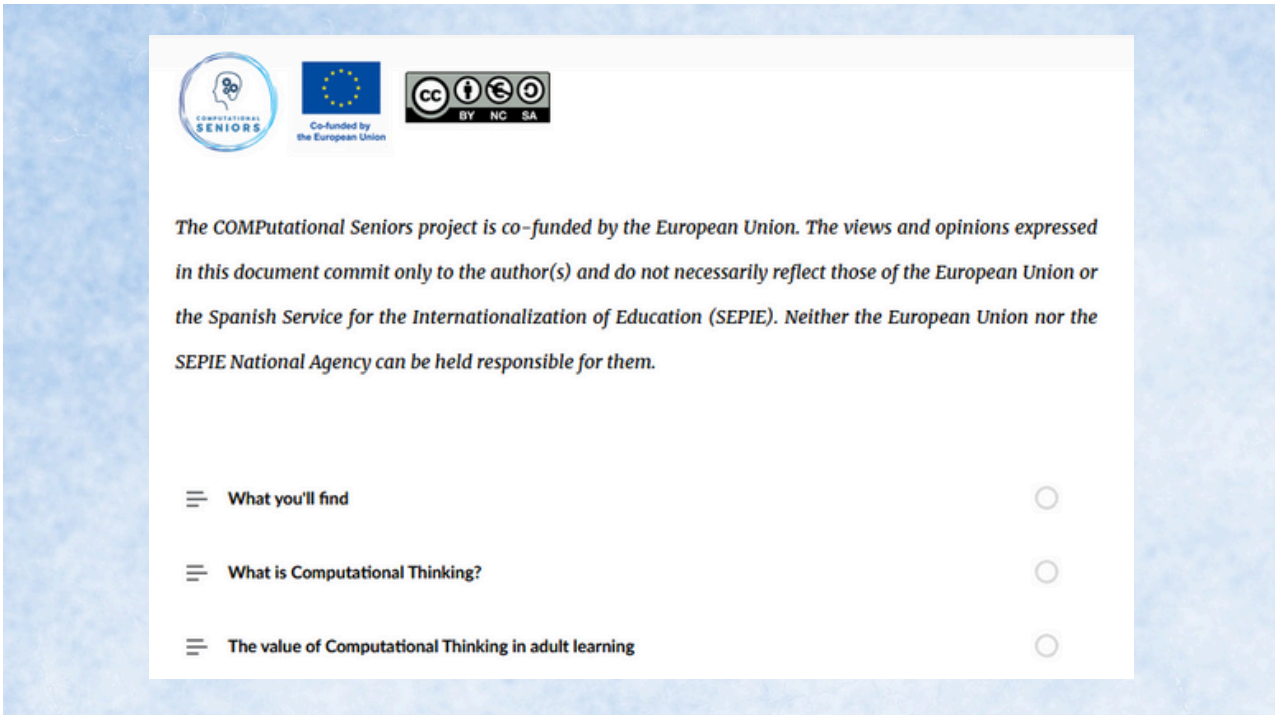
5. By clicking on the "Start Module 1" button, another page will be opened (without closing the previous one). This means that each module has its own page, and to open them, you’ll have to select them one by one.

This will happen in order to maintain the presentation of the content clearer and more organised, by separating the content in a more structured and light way.

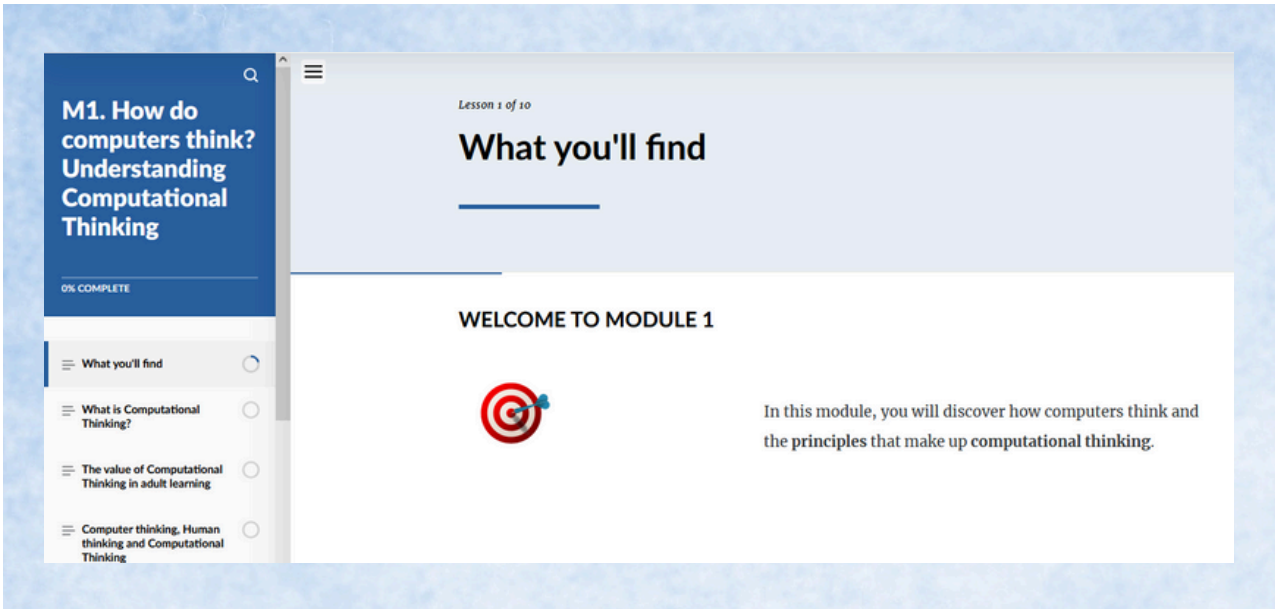
The platform is designed for simplicity and focus, allowing users to engage with one module at a time without distractions. After finishing a module you simply close it and return to the course overview.

Progression through the course is self-directed. There are no forward arrows between modules, so users must return to the main page to choose what to learn next based on their interests or needs.

6. Once you've clicked on the Module you want to explore and the corresponding page has opened, you will see the option to click on "Start the Course", which will take you straight to the first topic of the module - or you can click on the subject in the table of contents that you want to start with.

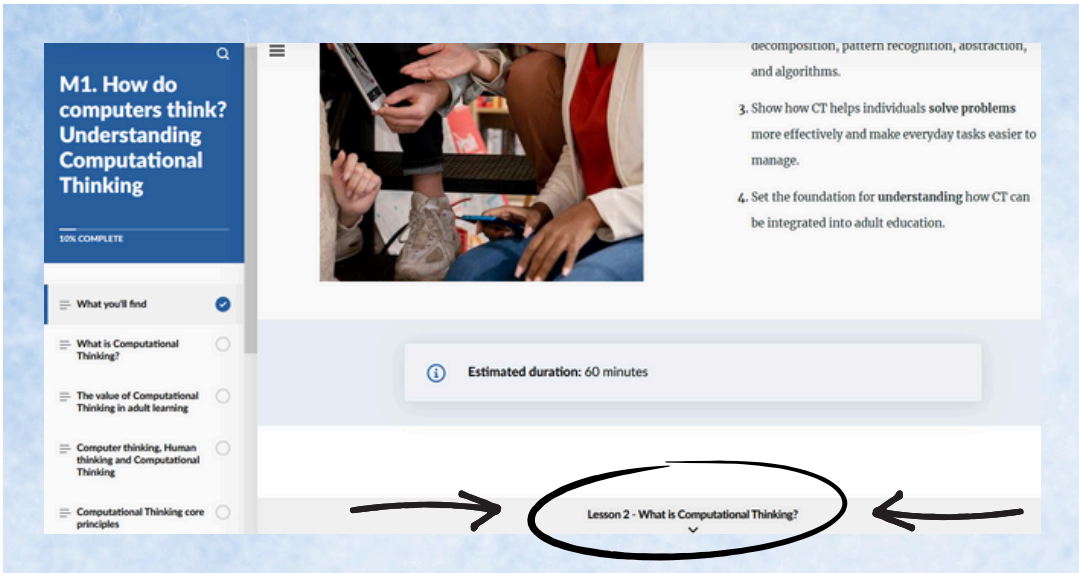


7. Once you enter the module, a small menu appears on the left side, where you can find a progress bar to monitor your place in the module and a list of all the topics available in it.



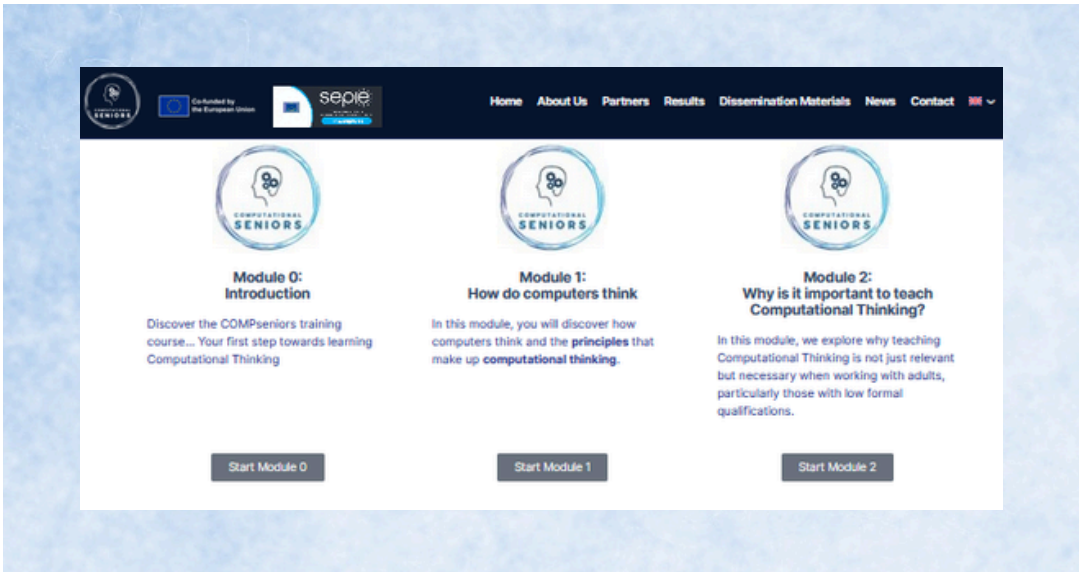
8. Now all you have to do is scroll down to follow the content of each lesson.

Once you finish a lesson, you will see that you have an arrow at the bottom taking you to the next one.



Note: a lesson corresponds to a unit/topic inside each Module. Each module is composed of a variable number of lessons.

9. Once you finish the module, you can jump to the next by closing the page you are in (e.g. Module 1) and see the Training Course overview page, where you can choose the next module to explore.



TIPS AND SUPPORT

Now that you're familiar with how to use the COMPutational Seniors platform, here are some practical tips to help you get the most out of your learning experience:

- You can complete the modules in order or start with the topic that fits your current needs. There's no one "right" way to follow the course.
- Keep a notebook or digital document to summarise key ideas, tools, or activities you find useful for your own training sessions.
- Think about how the concepts of Computational Thinking connect to your learners' everyday lives and use the examples provided as inspiration.
- Make use of the case studies and additional resources offered in each module. They're designed to give you practical ideas you can easily adapt.
- If something feels unclear, feel free to revisit earlier modules at any time. The platform allows for flexible learning and ongoing reflection.
- Look out for the interactive and gamified exercises in each module. They're not just engaging for learners, but can also help you think of new ways to present content.

And remember: this course is a starting point. Explore it at your own pace, experiment with the tools, and adapt what you learn to best support your own educational context.

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