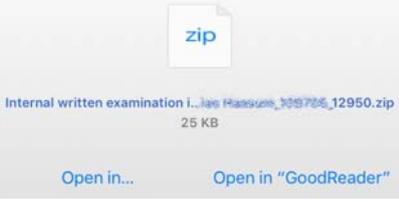
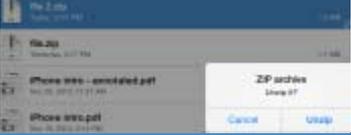


## How to read papers offline: iPad

	<p>Make sure to have a pdf-reader app installed on your iPad (GoodReader is recommended).</p> <p>Log on to DE from your iPad. Select exam and paper. Select “Download” (all or part of the submission), Click on ”Open in Goodreader” (or other reader).</p>
	<p>In GoodReader: “Unzip” the file folder.</p>
	<p>Open unzipped folder, and click on a file name to open the document in GoodReader.</p>
	<p>Tap on the screen center to access the menus. Menu to the right lists the annotation tools. After the first ”save” (to same file or new file), all annotations are saved automatically.</p>
	<p>Menu at screen bottom lists search tools and display options.</p>
	<p>Optional: Share your annotations: Click on the ”Send” icon (bottom right).</p>
	<p>Choose what to share: Annotated file, just annotation summary, or file and annotation summary.</p> <p><b>Tip:</b> Mailing a summary to yourself is useful for preparing notes for the oral exam or preparing feedback to the students. Feedback files should be uploaded to DE and shared with the students using DE’s feedback functions.</p>
	<p><b>Note:</b> You cannot upload an annotated file to DE directly from an iPad.</p>

The screenshot displays a PDF viewer interface. At the top, the document title is "Internal written examination in optional course A... Lucas Mathias Højskov 12958\_467\_Hand-in\_Project-report.pdf". The document content is visible in the center, with a callout box pointing to a specific line of text that reads: "Tap on center of screen to display".

On the right side, there is a vertical toolbar with various icons. A callout box labeled "Annotations and bookmarks" points to the top part of this toolbar. At the bottom right, a callout box labeled "Send" points to a specific icon in the toolbar.

At the bottom of the screen, there is a horizontal toolbar with several icons for navigation and editing. A callout box labeled "Search tools display options" points to the search icon in this toolbar.

The document text includes the following paragraphs:

in 2012, the Danish government allocated funds for the initiative "Ready for the Digital World - strengthening the digital competences of the Elderly". The initiative was meant to "help seniors with limited or no IT-competences meet the increasing demands and ambitions of increasing digital communication with public authorities" ... and "further to strengthen seniors' use of the technological opportunities to communicate in their social network and thus break isolation and sustain an active senior life" (Social- og Integrationsministeriet, 2012. Authors' translation). Applications should document cooperation with voluntary organisations, particularly associations for the elderly and/or libraries and cultural institutions.

Greve Municipality, which is used as case in this article, successfully applied for funding in partnership with the local chapter of the DaneAge Association and was granted Dkr. 4.5 million over a four-year period (equal to CAD 925.000).

Before accounting for the project, it is necessary briefly to introduce the two main actors. Greve is a municipality of about 49.000 inhabitants, located 20 kilometers south of the capital of Copenhagen. The income level is slightly above the national average, and the municipal service level is rated somewhat below the national level. About 10.000 citizens are above the age of 65 (ca 1500 aged 80+), and the proportion of senior citizens is growing. (Rasmussen & Larsen, 2015; Wittrup et. al., 2013). Some 9% of the population has a non-Western background (primarily Turkey, Lebanon, and Iraq). This number is well above the national average, but not high when compared to other municipalities in the region (Danmarks Statistik, 2015).

The DaneAge Association (Eldre... two major associations for senior citizens. It has three quarters of a... er 217 local chapters, and it musters 17.000 volunteers active in... ties, doing social work and local advocacy. For years, chapters of th... courses and IT-café for members. Thus, introducing IT to the elderly... out to clients not necessarily motivated to use IT, and the collaboration with the municipal government are all innovations. So, to some extent is the agenda for teaching IT. Here, students are taught to master some clearly defined and necessary tasks by means of digital technology, whereas traditional IT-training typically teaches students the use of technology to enable them to perform more loosely defined goals (writing e-mail, surfing the internet, using a scanner, etc.).

The MIT- Ældre Project (Mobile IT Senior Corps, 2012-2016) has been managed by a project manager appointed by the municipal government, and by a coordinator appointed by the DaneAge Association. The latter has had daily contact with a corps of 30-50 volunteers, who have coached the senior citizens. Most volunteers are age 60+, some are still on the labor market, many have retired. The majority of the volunteers are men, but the group also includes a handful of women. The volunteers work for idealistic and democratic reasons, wishing to help other elderly persons. But volunteer work is also experienced as fulfilling in that the volunteer feels needed and appreciated, and it is a triumph when sometimes challenging coaching is crowned with success.

**The volunteers**  
Most of the volunteers have computing skills acquired in their professional life, and all competent general internet users. Within the framework of the project they have received neither technical nor pedagogical training. Informal learning, however, has taken place through quite intensive knowledge sharing within and across the corps at meetings and semi-annual reflection seminars.