Training itinerary for adults in digital citizenship

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DQ Skills Project - Developing Digital Intelligence of adult learners for an active Citizenship

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INTRODUCTION

Digital Intelligence is the mixture of social, emotional and cognitive abilities essential to live in the digital world. Having digital intelligence is counting on the necessary tools and knowledge and the skill to adapt the emotions and adjust the behaviour to deal with the challenges and requirement of the digital age.

WHAT CAN YOU FIND IN THIS DOCUMENT?

Almost nobody doubts that in a hyper connected world, in which **digital competences** are increasingly necessary, **training is fundamental**.

But not any training, but some contents developed according to an outline that allows people to acquire abilities and knowledge needed to ensure their **active citizenship**, in order to benefit of that open window to the world that offers the technology.

Therefore, this document includes a training itinerary developed to allow – through a structure designed around levels, competences, knowledge examples, skills and attitudes – design, adapt and/or use the contents of training in digital citizenship to your needs, so that they become motivating and inclusive educational assets.

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WHO IS THIS DOCUMENT FOR?

This itinerary is directed to **teachers and adult trainers** that wish either to design their own training actions in digital citizenship or to adapt existing content, according to a pedagogical structure supported by the conceptual framework that offers the DIGCOMP (framework for the development and understanding of digital skills in Europe).

WHAT IS THIS DOCUMENT FOR?

The itinerary **objectives** are:

- To design a reference of digital competence for adults, that serves as a base for teachers and trainers to develop training programs that really promote the active citizenship of this collective of learners.

- To establish a minimum that every training program on digital skills should cover.

- To provide teachers with educational materials that facilitates the connection of the students with digital citizenship.

- To organize the training contents according to a competency and skills framework that facilitates the trainer to implement the most appropriate pedagogical resources in each case.

- To facilitate through the different levels of reference, the accreditation and evaluation of knowledge

- To provide teachers and trainers with a flexible material that they can adapt according to their specific needs.

HOW CAN YOU USE THIS MATERIAL?

In this material, you will find 5 **key action areas** of digital competences:

- Information and data literacy

- Communication and collaboration

- Digital Content creation

- Safety

- Problem solving

The DQ SKILLS training itinerary develops the 21 competences included in this frame of reference, offering a guide for the development of a full course designed around 3 possible levels (basic user, intermediate level user, advanced user)

For this you will find detailed information, adapted to adult education, according to the following structure:

1) Digital competence areas
2) Key words
3) Competences that correspond to each area
4) Examples of knowledge, abilities and attitudes for each competence
5) Levels of each competence
6) Useful bibliographical references
7) Examples of possible activities classified by levels.

Additionally, and to deepen in the practical purpose of this document, work has been done in defining the use and the application of these competences in a real context according to the next fields:

Leisure

Social life

Commercial transactions

Learning and education

Employment

Citizenship

Welfare

PROMOTING DIGITAL CITIZENSHIP

The impact of technology is spreading progressively, which means that the speed and the volume of information grow exponentially each day.

In fact, experts predict that the 90% of the population will be connected to the internet in ten years.

The rise of the Internet of Things will produce an unavoidable fusion between the digital world and the physical world and this will make that increasingly, we will be required to be digitally intelligent.

Nevertheless, the rate of Economy and Digital Society (2017), confirms the existing deficit in basic digital skills among the whole of citizenship, accentuating in fact this gap between the most disadvantaged groups, such as the elderly, young people with lower educational level and families with low incomes and migrants are the ones that present the most problems in this respect.

The Coalition for Digital Skills and Employment underlines in this sense that one of the most urgent priorities that stands out at the level of the EU is the need to develop Digital Competences for everyone, that is, "develop digital skills to ensure that all citizens are active in our digital society".

The Digital competence is one of the 8 key competences for permanent learning and beyond the set of existing definitions, that usually limit this concept to the use of new technologies, the ongoing evolution of it, implies that as citizens we participate in different ways in all spheres in everyday life. Ultimately it requires we transform into digital citizens.

For that we must stop thinking about technologies, simply as tools to provide the global dimension that allows understanding their role in the whole ecosystem on which digital citizenship is based.

It is precisely in this step to the digital citizenship where the concept of Digital Intelligence is introduced, by which we understand the set of social, emotional and cognitive skills that allow us to face the challenges and demands of the digital life.

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Digital intelligence manifests itself in three fundamental dimensions, which would be:

CITIZENSHIP

Digital citizenship understood as the ability to use effectively and responsibly the digital technology;

Digital creativity focused in the creation of contents as part of the digital ecosystem;

CREATIVITY

ENTREPRENEURSHIP

Digital entrepreneurship understood as the ability to create opportunities and solve problems using digital technologies.

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The qualitative distinction of these aspects, it is given because both the citizenship and the digital intelligence, they seek beyond training in New Technologies, empowering citizens so that they obtain the necessary resources to be able to perceive and/or create new opportunities in their communities, being part of a change that will affect our way of learning, of living and of relating.

That is why the design of this itinerary, has been focused on emphasizing those dimensions that facilitate the design of initiatives in the field of digital citizenship from the conceptual approach of digital intelligence, facilitating that teachers and trainers become true active agents of change.

Through DQ Skills we will work the first level, since this initiative does not end here but it is a starting point to work the 3 dimensions in an integral way.

DigComp FRAMEWORK

The Index of Economy and Digital Society (2017) confirms that a 44% of Europeans don't have basic digital skills, and the European Digital Citizens' Competition Framework (2016) adds that older people, less educated young people and low-income and migrant families are often the most troublesome.

Our project provides high quality learning opportunities for the above-mentioned group of adults, especially by adapting the developed training course (which will include 3 levels: basic, intermediate and advanced) to the specific needs of the low-qualified or low-skilled ones.

Based on the **DigComp framework** (*Digital Competence Framework for Citizens* https://ec.europa.eu/jrc/en/digcomp) designed by European Commission our project defines a DQ Skills training itinerary (path), which offers a complete basis for any training practitioner or developer, for the creation of significant and competence-related training programmes in order to develop digital competencies. This training itinerary offers a clear relationship between competencies - training action - levels, so can be used and/or adapted by any entity interested in designing their own action for the training of digital citizens.

Digital Competence is the confident, critical and creative use of ICT to achieve goals related to work, employability, learning, leisure, inclusion and/or participation in society. It is a transversal key competence which, enables people to acquire other key competencies and relates, to many of the 21st Century skills, which should be acquired by all citizens to ensure their active participation in society and the economy.

The European Digital Competence Framework for Citizens, also known as DigComp, offers a tool to improve citizens' digital competence for work and employability, learning, leisure, consumption and participation in society. DigComp was first published in 2013 and has become a reference for many digital competence initiatives at both European and Member State levels. As a result of the technological development the above-mentioned document has been updated continuously DigComp 2.0 (2016) and 2.1. (2017). Two derivative frameworks were developed in 2016, one for consumers (https://ec.europa.eu/jrc/en/digcompconsumers) and the other one for educators (http://blog.educalab.es/intef/2016/12/22/marco-comun-de-competencia-digital-docente-2017-intef/).

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The DigComp framework presents 21 digital competences in five areas:

1. Information and data literacy	*Part 1. Browsing/searching for information*
	Part 2. Analyse, critically evaluate and compare information and data collected
	Part 3. Store and organise collected data
2. Communication and collaboration	*Part 1. Interacting through digital technologies*
	Part 2. Sharing information and content
	Part 3. Online civic engagement
	Part 4. Collaborating through digital technologies
	Part 5. Netiquette
	Part 6. Managing digital identity
3. Digital Content Creation	*Part 1. Developing digital content*
	Part 2. Integrating and re-elaborating digital content
	Part 3. Copyright and licenses
	Part 4. Programming
4. Safety	*Part 1. Protecting devices*
	Part 2. Protecting personal data and privacy
	Part 3. Protecting health and wellbeing
	Part 4. Protecting the environment
5. Problem solving	*Part 1. Solving technical problems*
	Part 2. Identifying needs and technological responses
	Part 3. Creatively using digital technologies
	Part 4. Identifying digital competence gap

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These areas will constitute the modules of DQ Skills Training course, which allow students to progress through 3 levels from basic to advance.

The Digital Competence Framework can help citizens with self-evaluation, setting learning goals, identifying training opportunities and facilitating job search. From 2015 the **Europass CV** includes an online tool for jobseekers to self-evaluate their digital competence and describe and include it in their Curriculum Vitale (CV). The tool uses the five areas of the DigComp framework with an easy use of the self-evaluation form (http://europass.cedefop.europa.eu/documents/curriculum-vitae).

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DQ Skills MODULES

MODULE 1. INFORMATION AND DATA LITERACY

Module 1	Information and data literacy
Definition	The main definition of the module "**Information and Data Literacy**" refers to a person's ability to identify and locate, retrieve and store but also organize and analyze digital information. Working and managing data and information in today's knowledge society is a necessity. The module is broken down into three parts ranging from basic to more advanced skills.
Keywords	**Data literacy, information literacy, search engine, data sources, data storage**
Competences	**Part 1.** Browsing/searching for information: will refer to a person's abilities to conduct articulated online searches through available tools, be knowledgeable about those tools and understand the difference between the tools used. **Part 2.** Analyze, critically evaluate and compare information and data collected: will refer to a person's ability to analyze collected data, critically evaluate its purpose and relevance and compare different sources of information to use the most valid and credible. **Part 3.** Store and organize collected data: refers to a person's ability to save information and content to one's storage device, manage storage device and create an own storage system for easy retrieval.

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Examples of KNOWLEDGE	**Part 1. Browsing/searching information:** - the trainee can describe what a search engine is and how it works - the trainee can understand how the information is managed - the trainee understands how to find information through various tools and media using appropriate key words **Part 2. Analyze, critically evaluate and compare information and data collected**: - the trainee can evaluate data and information collected for its purpose and relevance - the trainee can compare different sources of information / sites - the trainee can evaluate the validity of information sources online - the trainee can understand that information needs to be double checked **Part 3. Store and organize collected data:** - The trainee can comprehend storage methods - The trainee can present various storage devices - The trainee can understand the concept of having an own storage system to track data
Examples of SKILLS	**Part 1. Browsing/searching information:** - the trainee can search for information and data he/she needs - the trainee can use keywords to search - the trainee can use metasearch engines for locating relevant data **Part 2. Analyze, critically evaluate and compare information and data collected**: - the trainee can compare data collected for a specific purpose - the trainee can filter through data received (push notifications, unreliable sources etc.) - the trainee can evaluate data integrity - **Part 3. Store and organize collected data:** - the trainee can organize own data on own storage devices - the trainee can manage and elaborate own storage system with tags - the trainee can locate saved data, re-use it and re-store it/upload it - the user can use online storage solutions

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Examples of ATTITUDES	**Part 1. Browsing/searching information:** - the trainee understands the role of technology in searching for information **Part 2. Analyze, critically evaluate and compare information and data collected**: - the trainee has a critical approach to data found on the internet and can evaluate purpose - the trainee has a proactive approach to which data to store online, which data is public and which data is private **Part 3. Store and organize collected data:** - the trainee understands the benefits of storing data and information as well as on which devices and media - the trainee is aware that systematic storage is of value - the trainee can decide whether to store online or on hardware devices - the trainee is aware of private vs. public data
EQF level 4/5 (VET)	4 & 5
Training goal	Practical examples on how the competencies acquired can be used in daily life: **Leisure**: search for tickets or information about events. Going out activities: book restaurant tables, search for offers etc. **Social life:** be able search for information related to various social media tools (Facebook, Twitter etc.). **Commercial transactions:** Be able to select ecommerce sites and understand their credibility. **Learning:** search and select available courses, be able to download and store training resources, be able to retrieve them and learn, use the information to write an essay, search for relevant bibliography etc., **Employment:** be able to navigate through different employment websites, be able to send and receive information regarding available job positions, **Citizenship:** be able to locate relevant documents needed, be able to search for information relate to: travel, passports, voting, local/regional activities etc. **Welfare:** be able to search and locate information related to welfare, download and store applications forms, retrieve from own storage devices, use ecommerce and e-government services such as paying taxes.

Proposed training methods	▪ Online training through the LMS. ▪ Communication tools available i.e. forum and email with tutor. ▪ Group work for the intermediate and advanced levels.

Timeframe	4 HOURS:
	   ▪ 1 hour for the autonomous part
	   ▪ 3 hours for project work

Tools (including handouts, case studies)	▪ Computer/ laptop, mobile phone, Internet access ▪ LMS ▪ Online training material ▪ Case studies (3, one for each part) ▪ Interviews (national) and upload as training resources ▪ Evaluation and assessment ▪ Communication tools on LMS ▪ Bibliography and references
References (bibliography)	1. The Journal of Community Informatics, http://ci-journal.net/index.php/ciej/article/view/1294/1229, accessed 15/01/2018 2. Chantel Ridsdale et all, Strategies and Best Practices for Data Literacy Education, Dalhousie University, http://www.mikesmit.com/wp-content/papercite-data/pdf/data_literacy.pdf, accessed 15/01/2018 3. Ed Shelley, The data literacy shortfall: Are we data-driven, or data-duped? https://blog.chartmogul.com/data-literacy-deficit/, accessed 15/01/2018 4. Anusca Ferrari, Digital Competence in Practice: An Analysis of Frameworks, 2012, http://ftp.jrc.es/EURdoc/JRC68116.pdf, accessed 18/12/2017 5. Anusca Ferrari, 2013, DIGCOMP: A Framework for Developing and Understanding Digital Competence in Europe, accessed 18/12/2017
Evaluation methods	**Multiple choice questions** following completion of each part, max 10 in total. **Project work:** tasks and activities (individual and/or group) to determine competences.

Levels *	Basic	Intermediate	Advanced
	Part 1	Part 2	Part 3

according to Digital Competences – Self-assessment grid, European Union, 2015 | http://europass.cedefop.europa.eu.

SUGGESTED ACTIVITIES for Module 1	
***BASIC** level*	
INTERMEDIATE *level*	**PROJECT WORK** - List at least 3 search engines and 1 meta-search engine. - Use the search engine to search for a topic (discussed with your trainer or decided by you). - Store at least 10 resources related to your topic and present your storage system (show tags and naming system). - Critically evaluate and comment at least 2 websites visited during your search with ambiguous related information. - Present your report online on the forum or send to your tutor. - Discuss with your peers online. -
ADVANCE *level*	**PROJECT WORK** - Present your strategy for searching online. - Depict how you can cross-reference information online. - State at least 2 websites which are known to be valid and respectable when searching for definitions and information. - Create a filing system on your email client to store and retrieve emails.

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MODULE 2. COMMUNICATION AND COLLABORATION

Module 2	Communication and collaboration
Definition	The module "***Communication and collaboration"*** refers to a person's ability to communicate in digital environments, to share resources through online tools, to connect and collaborate with others through digital tools, interact and participate in communities and networks. Using digital tools in our everyday communication and collaboration with others is inevitable in digital age, this module shows how digital technologies can help and facilitate citizens everyday life.
Keywords	**Digital media, information literacy, civic engagement, netiquette, digital identity, digital footprint/fingerprint, cyberbullying, intercultural awareness, online collaboration**
Competences	**Part 1.** Interacting through digital technologies: refers to a person's abilities to interact trough diverse digital devices, tools, to understand how digital communication is managed and to understand the appropriate use of different forms of communication trough digital media. **Part 2.** Sharing information and content: refers to a person's ability to share data, information and digital content with others trough appropriate digital devices, tools and to act as intermediary and know about referencing and attribution rules, benefits, risks and limits. **Part 3.** Online civic engagement: refers to a person's ability to participate in society through the use of public and private digital services, to seek opportunities for participatory citizenship trough appropriate digital devices and tools. **Part 4.** Collaborating through digital technologies: refers to a person's ability to use digital tools and technologies to collaborate with others and to create resources, content and knowledge. **Part 5.** Netiquette: refers to a person's ability to know, understand and apply behavioural norms and know-how while using digital technologies and interacting in digital environment, to be aware of cultural and generational diversity in digital environments. **Part 6.** Managing digital identity: refers to a person's ability to create and manage one or multiple digital identities, to be able to protect one's own reputation.

Examples of KNOWLEDGE	Part 1. Interacting through digital technologies: - the trainee can present various digital communication channels (e.g. emails, chats, video conference, SMS) - the trainee can describe how messages and emails are stored and displayed by various application - the trainee can identify and present the usefulness, benefits of various media depending on the context (professional use, family use) **Part 2. Sharing information and content:** - the trainee can decide what content/knowledge/resources can be shared publicly. - the trainee can determine the value of digital resource and can decide what audience to address with - the trainee can attribute, specify the source of a particular content in appropriate way **Part 3. Online civic engagement:** - the trainee can understand that the technology can be used for participation in democratic actions (such as lobbying requests, communication with government, banks, hospital, petitions) - the trainee can identify digital media and technologies that s/he can use for better digital citizen participation. **Part 4. Collaborating through digital technologies:** - the trainee can understand that different forms of online collaboration require assuming different roles. **Part 5. Netiquette:** - the trainee is aware about ethical issues in digital media (e.g. visiting inappropriate websites, cyberbullying) - the trainee can understand the consequence of her/his behavior. - the trainee can understand that different cultures have different practices for communication and interaction **Part 6. Managing digital identity:** - the trainee is aware about having one or more digital identities - the trainee understands that there are different actors that can contribute positively or negatively to the construction of digital identity.
Examples of SKILLS	**Part 1. Interacting through digital technologies:** - the trainee can send an email, an SMS, or write and entry to a blog, send a post to a social media platform - the trainee can adapt the communication to the target group and her/his aim.

	Part 2. Sharing information and content: - the trainee can check the right of ownership or right of use of digital content - the trainee can share content on the internet (i.e. sharing a video on social networks) **Part 3. Online civic engagement:** - the trainee can find relevant communities, networks and social media that correspond to his/her interest/needs - the trainee can use various features of networks, digital media and online services **Part 4. Collaborating through digital technologies:** - the trainee can use social media for different types of collaboration - the trainee can provide and receive feedback - the trainee can use the collaboration features of the software packages and web-based collaboration services (e.g. comments on a document, labels, contribution to wikis, collaborative files etc.) **Part 5. Netiquette:** - the trainee can protect herself/himself or others from online threats - the trainee can identify, ban and report abuse and threats **Part 6. Managing digital identity:** - the trainee can protect her/his digital reputation - the trainee can build an appropriate social media profile - the trainee can track his/her own digital fingerprint
Examples of ATTITUDES	**Part 1. Interacting through digital technologies:** - the trainee can take precaution when using digital media in communication - the trainee can take precaution when communicates online with strangers **Part 2. Sharing information and content:** - the trainee is aware of the existence of information sharing practices and digital resources, the benefits, risks and limits if these - the trainee is aware of the existence of copyright and rights of digital resources

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	Part 3. Online civic engagement: - the trainee can understand in critical way and take part in social media, digital broadcast networks and online communities - the trainee can evaluate the potential of digital media and technology for public participation **Part 4. Collaborating through digital technologies:** - the trainee can decide on new forms of digital cooperation that do not necessarily involve a prior physical encounter **Part 5. Netiquette:** - the trainee can respect the ethical principles when use publication and - the trainee can respect diversity - the trainee can protect him/herself during digital activities **Part 6. Managing digital identity:** - the trainee is aware about the advantages and risks regarding online presence - the trainee can express his/her digital identity and personality trough digital media in multiple ways
EQF level 4/5 (VET)	**4 & 5**
Training goal	Practical examples on how the competencies acquired can be used in daily life: **Leisure:** sharing articles, videos, searching and asking for information related to leisure time activities, hobbies; **Social life:** use of social networking sites, emailing with friends, family members, chatting with friends, using different web 2.0 tools in order to communicate with friends, colleagues, to be member of different social media groups (depending on the field of interest of the person); **Commercial transactions**: use of the chatbot on a web shop, contacting online different services in order to solve issues; **Learning**: register on online learning platforms, use of blended learning platforms, ability to give and receive feedback, online communication with teacher and peers on a learning platform;

	Citizenship: to sign an online petition, solving social, health and administrative issues using online digital technology; **Employment:** search for a job on the internet, completing CV and sending it by email, attending a skype interview; **Welfare:** searching for information about healthy lifestyle, sharing videos, documents on the internet, observing the rules of copyrights.
Proposed training methods (in brief)	- Action Learning (learning by doing) - Cooperative learning – students with different abilities and skills are grouped together in order to interact and benefit from the knowledge of each other. - Forum theatre – interactive role-playing, shared experience - Mind Map – can be the introductory step for any training topic or can be used for the whole session. - Video watching, and group discussion: - online etiquette: https://www.youtube.com/watch?v=80uRE972uQ0 - online netiquette: https://www.youtube.com/watch?v=d72NtV4I_p0 - Email etiquette: https://www.teachingchannel.org/videos/teaching-email-etiquette (kids, video); http://www.businessinsider.com/email-etiquette-rules-everyone-should-know-2014-9 (adults) - Ice-breakers - Diversity awareness, Intercultural communication (Barnga game) - Ladder of tolerance - Critical thinking (Edward's Bono 6 Thinking Hats)
Timeframe	5 HOURS
Tools, case studies (including handouts)	- Computer/ laptop, mobile phone, Internet access - Handouts - Case studies (6, at least 1 for each part) - Digital devices, tools - Interviews - Journal - as self -reflective tool (it can be a digital journal) - Videos

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References (bibliography)	1. <u>4 ways you can become a good digital citizen</u>, https://www.ophea.net/blog/4-ways-you-can-become-good-digital-citizen 2. <u>Writing Effective Emails, Getting People to Read and Act on Your Messages,</u> https://www.mindtools.com/CommSkll/EmailCommunication.htm?route=article/EmailCommunication.htm (short video – 2,45 min.) 3. <u>10 Common Email Mistakes, Using Email Effectively</u>, https://www.mindtools.com/pages/article/10-common-email-mistakes.htm 4. <u>20 basic rules for digital citizenship</u>, https://www.teachthought.com/the-future-of-learning/20-basic-rules-for-digital-citizenship/ 5. <u>Online etiquette</u>, https://www.youtube.com/watch?v=80uRE972uQ0 6. <u>Online Netiquette</u>, https://www.youtube.com/watch?v=d72NtV4I_p0 7. <u>Email etiquette</u>, https://www.teachingchannel.org/videos/teaching-email-etiquette (kids, video) http://www.businessinsider.com/email-etiquette-rules-everyone-should-know-2014-9 (adults) 8. <u>Europass CV creator</u>, http://europass.cedefop.europa.eu/documents/curriculum-vitae 9. <u>Lear more about social media sites</u>, https://makeawebsitehub.com/social-media-sites/
Evaluation methods	**Blob Tree,** https://www.blobtree.com/ **Kirkpatrick's Four-Level Training Evaluation Model**, https://www.mindtools.com/pages/article/kirkpatrick.htm **Stop – Keep Doing – Start Simple Questions for Improving Performance** https://www.mindtools.com/pages/article/SKS-process.htm

Levels *	Basic	Intermediate	Advanced
	Part 1, 2	Part 3, 4, 5, 6	Part 3, 4, 5, 6

* according to Digital Competences – Self-assessment grid, European Union, 2015 | http://europass.cedefop.europa.eu.

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SUGGESTED ACTIVITIES for Module 2	
BASIC *level*	- Please specify few digital communication services you use in your daily communication. - Please specify few social networks and online communities where you are member. - Check if geolocation is off or on your mobile phone. - Create your digital footprint. - What does your social profile communicate of you? - Think of 5 social media posts that you have shared recently. What have you publicly revealed about yourself when sharing them? - What ethical considerations do you follow when sharing photos of others (friends, family, colleagues)? - Nowadays people often make friends online without having ever met with that person. What do you think, what could be the threats and opportunities in such a friendship?
INTERMEDIATE *level*	- Think of what data does geolocation collect from you? Think if you would like all that data go public? What can you do to protect yourself? - Think of your digital footprint - make notes of the websites you have visited in the last week and make the list of information that they might have collected about you (whether you voluntarily disclosed it - like your address when shopping online - or involuntarily provided - like your musical preferences when listening to music online). - Think of 5 social media posts that you have shared recently. What have you publicly revealed about yourself when sharing them? - What ethical considerations do you follow when sharing photos of others (friends, family, colleagues)? - Imagine that you've just applied for a job. Your prospective employee goes online and searches for information on you. What can he deduce from the information that he found? - Create a chat group to this training participants, invite members and share videos related to cyberbullying - Share your events' agenda using cloud-based storage system (ex. Google drive)

ADVANCED *level*	- Think of the information that apps you have recently downloaded requested from you. What might they be using that information for? - What do you consider "personal information"? Which of these do you display/disclose online? Put them in order of "confidentiality" (Which should be kept the most confidential, which can be shared with family - friends - online friends - strangers) - Nowadays people often make friends online without having ever met with that person. What do you think, what could be the threats and opportunities in such a friendship? - You are getting ready to travel to a country where you have never been before. What sort of information can you search online? Where do you know which of that information are trustful and which are not? How can you double/check an information found online? Would you use traveler blogs or not? Why? - How do you decide if you can trust USG (user generated content) or not (Wikipedia)?

MODULE 3. DIGITAL CONTENT CREATION

Module 3	Digital Content Creation
Definition	The main definition of the **module "Digital Content Creation"** refers to a person's ability to create and edit new digital content, integrate and rebuild prior knowledge and content, make artistic productions, multimedia content and computer programming, know how to apply intellectual property rights and licenses.
Keywords	**Digital content / Copyright / License / Intellectual Property / Multimedia content**
Competences	**Part 1.** Developing digital content: To create and edit digital content in different formats and express oneself through digital means. **Part 2.** Integrating and re-elaborating digital content: To modify, refine, improve and integrate information and content into an existing body of knowledge to create new, original and relevant content and knowledge. **Part 3.** Copyright and licenses: To understand how copyright and licenses apply to data, information and digital content. **Part 4.** Programming: To plan and develop a sequence of understandable instructions for a computing system to solve a given problem or perform a specific task.
Examples of KNOWLEDGE	**Part 1. Developing digital content:** - the trainee can describe the different formats that digital content can be produced. - the trainee can identify the best program / application suited for each type of content - the trainee can understand how meaning is created through multimedia formats (text, audio, video, images)

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	Part 2. Integrating and re-elaborating digital content: - the trainee can understand how works a wiki, a public forum or an e magazine. - the trainee can identify the variety of sources information that construct the resources. - the trainee can know different databases and resources that can be recombined and reused. - the trainee can know how to indicate the identity of reused content author or authors **Part 3. Copyright and licenses:** - the trainee can understand the principles behind the regulation of licenses for the use and publication of information - the trainee can understand the rules on copyright and licensing. - the trainee can identify the different ways to license the production of intellectual property - the trainee can understand the differences between copyright licenses, Creative Commons, copy left and public domain **Part 4. Programming:** - the trainee can understand how digital systems and processes work. - the trainee can understand how software works. - the trainee can understand technological ecosystems - the trainee can know the architectural principles behind technology
Examples of SKILLS	**Part 1. Developing digital content:** - the trainee can use basic packages of tools to create content in different formats like text, audio, video or images - the trainee can create representations of knowledge using digital media like mind maps, diagrams). - the trainee can use a wide range of media to express his/her creatively like texts, images, audio, and videos. - the trainee can edit content to improve the final product. **Part 2. Integrating and re-elaborating digital content:** - the trainee can use editing functions to modify content in a simple and basic way. - the trainee can use digital media for developing knowledge representations using tools like mind maps, diagrams. - the trainee can use the right licenses for the creation and sharing of content. - the trainee can create new content using different existing content.

	Part 3. Copyright and licenses: - the trainee can license his/her own digital production. - the trainee can find information on regulations related to copyrights and licenses **Part 4. Programming:** - the trainee can create complex models, simulations and visualizations of real-world using digital information. - the trainee can encode and program digital devices. - the trainee can change the basic settings of already developed programs. - the trainee can apply advanced settings to some programs.
Examples of ATTITUDES	**Part 1. Developing digital content:** - the trainee can explore new forms and formats of content creation - the trainee can understand the potential of the technologies for self-expression towards knowledge creation. - the trainee can add value of the new digital media for creative and cognitive processes. - the trainee can assume a critical point view in terms of production and consumption of resources and knowledge through technologies. **Part 2. Integrating and re-elaborating digital content:** - the trainee can adopt a critical opinion for selecting content and resources to rework. - the trainee can be aware of the existence of repositories like Open Educational Resources. **Part 3. Copyright and licenses:** - the trainee can keep a critical attitude against legal frameworks and regulations. - the trainee can act independently and assume responsibility for his/her actions and choices. **Part 4. Programming:** - the trainee can understand the logic of the existing programming. - the trainee can apply configurations to most existing software, and establish optimal settings for each program, depending on his/her needs. - the trainee can understand the potential of ICT for programming and create final products.

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EQF level 4/5 (VET)	4 & 5
Training goal	Practical examples on how the competencies acquired can be used in daily life: **Leisure**: Create your own blog, videoblog, a publication in a blog, YouTube channel, your own review in specialized webpages such as TripAdvisor, your own avatar, your own animated gif, meme, your own sound for the smartphone. **Social life**: Publish your own tweets, publish your posts on Facebook, publish comments to the contents written by other users, learn how to share the content of other users (retweets, Facebook posts, blogs review…), learn where and how publish your videos or reviews. **Commercial transactions**: Create your advertisement to sell something, use apps for sell second-hand stuff and create your own video to publicize an item. **Learning**: Create YouTube tutorials, learn to design and create your own presentations (SlideShare, googledocs, Prezi…) **Employment**: Create your curriculum, create your video curriculum, personalize the message of your Company through storytelling, create and infographic of your professional/business life and elaborate a video interview. **Citizenship**: Learn how to manage the content of social networks such as Instagram, snapchat, create audios in different formats (mp3, OGG, Midi…) and create your own podcasts. **Welfare**: Learn how to create and manage your own domain, protect the royalties and respect the other´s rights
Proposed training methods	▪ Online training through the LMS. ▪ Communication tools available i.e. forum and email with tutor. ▪ Group work for the intermediate and advanced levels.
Timeframe	5 HOURS (including video/publications analysis and discussion and case study/group work)
Tools (including handouts, case studies)	▪ Computer/ laptop, mobile phone, Internet access ▪ LMS ▪ Online training material ▪ Case studies (3, one for each part) ▪ Training resources ▪ Evaluation and assessment

References (bibliography)	1. Content Rules," Ann Handley and C.C. Chapman 2. Don't Make Me Think," Steve Krug 3. On Writing Well," William Zinsser 4. European Commission (2010b). A Digital Agenda for Europe, COM (2010) 5. Digital Content Creation 2001st Edition. Rae Earnshaw/ John Vince 6. International ICT Literacy Panel. (2007). Digital Transformation. A Framework for ICT Literacy: ETS, http://www.ets.org/Media/Tests/Information_and_Communication_Technology_Literacy/ictrep ort.pdf 7. Managing Intellectual Assets in the Digital Age, Jeffrey H. Matsuura 8. https://pixabay.com/es/monitor-binaria-sistema-binario-1307227/ 9. https://www.youtube.com/watch?v=5egLxg_7mg0 10. https://www.youtube.com/watch?v=wXLwYchMlPA		
Evaluation methods	**Multiple** choice questions following completion of each part, max 10 in total. Project work: tasks and activities (individual and/or group) to determine competences.		
Levels *	**Basic**	**Intermediate**	**Advanced**
	Part 1	**Part 1, 2, 3, 4**	**Part 1, 2, 3, 4**

* according to Digital Competences – Self-assessment grid, European Union, 2015 | http://europass.cedefop.europa.eu.

SUGGESTED ACTIVITIES for Module 3	
BASIC *level*	
INTERMEDIATE *level*	**Dynamic type: MULTIPLE CHOICE** 1. Storytelling is a tool you can use in order to... a. Increase the emotional empathy with the rest of the users (correct) b. Copy the same pattern of message of other content creators. c. Delimit the dissemination possibilities of your messages.

Dynamic type: Project Work
Take a look to the following blog: https://brasilmasquefutbol.com/
And identify:
Who writes it
Which sources he/she uses
How are the paragraphs structured
Which multimedia resources he/she uses
How the content is organized

Dynamic type: MULTIPLE ANSWERS
1. Select among the following options the key aspects to write an effective tweet:
- Include a link to another site (correct)
- Disseminate it only among the contacts you considered that could be interested.
- Enlarge it as much as possible (280 characters); long tweets have more success.
- Use hashtags to link it to trends or current topics (correct)
- Provide original, attractive and innovative information (correct).
- Break the coherence of your Twitter profile; sometimes it is good.
- If possible, include an image (correct).

Dynamic type: TRUE OR FALSE
Answer true (T) or false (F) to the following questions about the audio options in the digital content creation process:
A) The podcast, the tag cloud and the interview are some of the formats for the content creation on the net (F)
    R/: The tag cloud is one of the formats of the digital image.

B) The appearance of new digital tools expanded the dissemination scope of the podcasts, before it was very difficult of produce and disseminate them. (T)
R/: New technologies had a significant effect on this content. Nowadays they have had an increasing dissemination effect in the net thanks to, among other reasons, the ease for creating and playing the content on the smartphones.

ADVANCED *level*	**Dynamic type Project Work**
	Write a relevant article in line with the identity of the blog. Remember to use the SEO positioning rules to obtain more chances to be caught when users write the key words on the browsers.
	Dynamic type: FILLING THE GAPS
	Complete the following text´s gaps, with the missing words considering that the whole sentence should make sense. The topic of the text is infographics.
	- _____ (1), _____ (2) and _____ (3) are the most common formats for an infographic. It is a very useful tool when it deals with topics which are not easy to explain in a non-visual way.
	(1) Tweets, post, maps, videos.
	(2) Images, numbers, tools, tables.
	(3) Banners, graphs, avatars, GIFs.
	(4) Complex, easy, arbitrary, illegible.
	Dynamic type: Project Work
	Design a video curriculum/ infographic where your professional life is reflected. Once created, upload it to your YouTube channel.

MODULE 4. SAFETY

Module 4	Safety
Definition	The safety area relates to the person capacity of self-protecting when using technology and devices, of protecting data, their (and others´) digital identity, of making a secure, safe and sustainable use of the technologies.
Keywords	**Safety/security, data protection, health protection, sustainable consumption, digital identity**
Competences	**Part 1.** Protecting devices: refers to a person ability to protect devices and digital content, understanding the risks and threats of the digital environments, and to know about safety and security measures and have regard to reliability and privacy. **Part 2.** Protecting personal data and privacy: refers to a person ability to protect personal data and privacy in digital environments; to understand how to use and share personal identifiable information while being able to protect oneself and others from damages; to understand that digital services use a « privacy policy » to inform of how personal data is used. **Part 3.** Protecting health and wellbeing: refers to a person ability to be able to avoid health-risks and threats to physical and psychological well-being while using digital technologies; to be able to protect oneself and others from possible dangers in digital environments; to be aware of digital technologies for social well-being and social inclusion. **Part 4.** Protecting the environment: to be aware of the environmental impact of digital technologies and its use.
Examples of KNOWLEDGE	**Part 1. Protecting devices:** - the trainee knows the main risks associated to the use of technologies. - the trainee knows the latest strategies to avoid risks. - the trainee knows the risks associated with the use of online tools and devices.

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	Part 2. Protecting personal data and privacy: - the trainee understands the terms of use and conditions of online services (i.e. The fact of facilitating personal data to services providers) and is able to act prudently. - the trainee knows that interactive services use personal information to filter commercial messages more or less explicitly. - the trainee can distinguish between protection and data security. - the trainee knows the appropriate behavior in digital environments. - the trainee understands the how others can see and follow his/her own digital fingerprint. - the trainee knows to what extent the data of his/her digital identity can or cannot be used by third parties. - the trainee understands the risk of identity and another credentials theft. - the trainee knows how to protect information related to other people around them (i.e. family, friends, work colleagues…) **Part 3. Protecting health and wellbeing:** - the trainee knows the concrete consequences of a prolonged used of the digital technologies. - the trainee understands the additive issues of digital media. **Part 4. Protecting the environment:** - the trainee is able to select safe and suitable digital media, which are efficient and cost-effective in comparison to others. - the trainee has an outline or global mental map on how the online world works. - the trainee understands the technologies he/she uses to a proper degree to make good purchasing or contracting decisions (i.e. devices, internet services providers) - the trainee understands the environmental impact of computers and electronic devices and knows how to extend their useful life recycling their components (i.e. changing hard disks)
Examples of SKILLS	**Part 1. Protecting devices:** - the trainee can install protection software in his/her devices (i.e. Install antivirus software) - the trainee is able to take steps to reduce the risk of fraud (i.e. Defining safe passwords, managing protection settings…) - the trainee is able to protect different devices from digital threats (malware, viruses, etc.)

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	Part 2. Protecting personal data and privacy: - the trainee is capable of managing his/her identity and fingerprint. - the trainee is able to act prudently in relation to the privacy issues. - the trainee can locate information online about him/herself. - the trainee can modify or delete information that he/she is responsible for about him/herself or others. **Part 3. Protecting health and wellbeing:** - the trainee is able to control the distracting aspects of work and digital life. - the trainee is able to take preventive measures to protect his/her health and also the one of those he/she is responsible for. **Part 4. Protecting the environment:** - the trainee is able to use digital services without being completely dependent on them. - the trainee knows how to use digital equipment efficiently in terms of cost and time.
Examples of ATTITUDES	**Part 1. Protecting devices:** - the trainee is aware and realistic of the benefits and risks associated with the use of online technologies. **Part 2. Protecting personal data and privacy:** - the trainee is aware of the online privacy practices applicable to him/herself and others. - the trainee is aware of the impact and longevity that digital information has when published. - the trainee is able to take advantage of having multiple digital identities, aimed at achieving different objectives. - The trainee can act critically when showing information about him/herself. **Part 3. Protecting health and wellbeing:** - the trainee has a balanced attitude towards the use of technology. **Part 4. Protecting the environment:** - the trainee is aware and realistic of the benefits and risks associated with information technologies. - the trainee understands that digital environments can make things better or worse, depending on how he/she uses them and the rules he/she follows. - the trainee is aware of the environmental problems related to the use of digital technologies.

EQF level 4/5 (VET)	4 & 5
Training goal (practical application of the competencies acquired, in 7 domains: Leisure, Social, Commercial transactions, Learning, Employment, Citizenship, Welfare)	Practical examples on how the competencies acquired can be used in daily life: **Leisure:** managing the online profile on social media (Facebook, Instagram, twitter...); updating privacy settings on the online public profiles; managing playing time with videogames; **Social life:** use of social media considering one and others´ privacy rights; creating different online profiles with different objectives, including professional and personal approaches; **Commercial transactions**: use of the chatbot on a web shop, contacting online different services in order to solve issues; **Learning**: registering and updating own profile on training platforms, using secure learning environments; managing own data and contributions in online learning environments; **Citizenship**: creating or participating on social online campaigns managing own data protection; **Employment**: managing privacy settings on online job search platforms, updating passwords and profiles; searching own online public data and manage it to avoid inconvenient public image; **Welfare**: defining action plans for the use of devices and time spent online; putting into practice exercises to improve own health when using technological devices.
Proposed training	▪ **Action Learning** (learning by doing) ▪ **Cooperative learning** – students with different abilities and skills are grouped together in order to interact and benefit from the knowledge of each other. ▪ **Reading and debating** - students read selected articles or posts online and then debate around key concepts Passwords management https://www.washingtonpost.com/news/the-switch/wp/2014/08/07/how-to-keep-track-of-your-passwords-without-going-insane/?utm_term=.1455a9d4a7bb Identity theft https://www.nextadvisor.com/blog/2017/06/26/4-groups-of-people-most-at-risk-for-identity-theft/ Online privacy https://www.networkworld.com/article/2185187/security/15-worst-internet-privacy-scandals-of-all-time.html https://www.extremetech.com/internet/180485-the-ultimate-guide-to-staying-anonymous-and-protecting-your-privacy-online

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	False news/information https://www.aarp.org/money/scams-fraud/info-2017/fake-news-alert-fd.html Responsible consumption of technologies http://www.digitalresponsibility.org/environmental-and-societal-impact-of-technology/ ▪ **Video watching, and group discussion:** Data protection -https://www.youtube.com/watch?v=PVaVIOJniSQ Online security - https://www.youtube.com/watch?v=H3XpuDN4Tsc Health risks - https://www.youtube.com/watch?v=W6CBb3yX9Zs
Timeframe	5 HOURS (including video/publications analysis and discussion and case study/group work)
Tools (including handouts, case studies)	▪ Computer/ laptop, mobile phone, Internet access ▪ LMS (including communication tools with other trainees and tutor/facilitator) ▪ Case studies (6, at least 1 for each part) ▪ Digital devices, tools ▪ Interviews ▪ Publications and videos - as self -reflective tools and as group activity
References (bibliography)	**1. Engin Isin & Evelyn Ruppert**, (2015). *Being Digital Citizens.* London: RLI. González, Deborah (2015). *Managing Online Risk: Apps, Mobile, and Social Media Security.* **2. Kevin Mitnick & Mikko Hypponen**, (2017). *The Art of Invisibility: The World's Most Famous Hacker Teaches You How to Be Safe in the Age of Big Brother and Big Data.* *Sean Smith, (2017). The Internet of Risky Things: Trusting Devices that Sorround us.* *Health and Safety when working with computers.* https://www.bbc.co.uk/education/guides/zkyg87h/revision/3
Evaluation methods	**Evaluation questionnaire** (quiz of 10 questions, multiple choice or true/false, for each part) **Project work** (individual or group work)

Levels *	Basic	Intermediate	Advanced
	Parts 1 to 2	Parts 1 to 4	Parts 1 to 4

* according to Digital Competences – Self-assessment grid, European Union, 2015 | http://europass.cedefop.europa.eu.

SUGGESTED ACTIVITIES for Module 4	
BASIC *level*	

INTERMEDIATE *level*	▪ From the given list, select those that can be identified as "spam":
	  - Emails that talk about stories or rumors (yes)
	  - Promotions that prompt you to click on a link (not always, as you might accept this kind of communications from some providers, including permissions to third parties emailing)
	  - Emails that copy the logo or advertising of official institutions (yes)
	  - emails from senders or unknown brands (yes)
	  - SMS from an unknown company with offers (yes)
	▪ Search online for publications about cyber-attacks and find at least one example for each of the following: phishing, ransomware and creep ware.
	▪ Select 5 features (1 per each of the given options under: gender, hobbies, favorite holiday plan, professional profile, age) and write the character story.
	Options
	  • Gender: male, female
	  • Hobbies: fishing, videogames, walking, dancing, cooking, gardening
	  • Holiday plan: surfing in exotic beaches, studying a doctorate, volunteering in an underdeveloped country, visiting films/tv shows locations all over the world
	  • Professional profile: teacher, nurse, deputy, singer, priest
	  • Age: under 25, 25-30, 30-40, 40-50, over 50
	  • Randomly we will provide you with a personality (based on color selection).
	Colors-personality
	  • Blue – extrovert person
	  • Red – debater
	  • Green – introvert, shy
	  • Yellow - grumpy
	Then, choose a social media and create a profile, coherent with the characteristics given.
	Reflect on how easy-difficult is to fake a personality online, to share false information, and to detect fraud. Did you feel comfortable with this activity? Which was the best part? Which was the worst one?
	  ▪ Identify, from a given list, which are the most frequent consequences of using technologies:
	    - Hearing loss - Diabetes - Sense of isolation - Deficits in social skills
	    - Neck strain - Stress - Allergies - Finger syndrome
	    - Blood Pressure - Lung conditions

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ADVANCED *level*	From a given list, identify those actions that imply a risk and might be dangerous for you.

- From a given list, identify those actions that imply a risk and might be dangerous for you.

- Order the correct sequence of steps to follow if your computer is infected by a virus/Trojan:
  - Back Up Your Personal Files (1)
  - Disconnect From The Internet (2)
  - Boot In Safe Mode Or With A Live Antivirus Rescue Disk (3)
  - Get Another Computer With Internet Access (4)
  - Try To Identify The Actual Malware And Search For Fixes (5)
  - Scan With Multiple Programs Until No Infections Are Found (6)
  - Clean Up Temporary Files And Worthless Programs (7)

- Search online for updated data on techno-trash and e-waste. Propose a list of actions you can take to contribute to reduce the technologies impact on environment.

- Draft an action plan, including at least 5 specific activities, to protect your health from the use of technologies (template can be provided)

- From a given list, choose those that can help identifying false news/information:
  - If the source is reliable the news are good (False – some traditional media were cheated as well)
  - If the news are accompanied with images or videos, then you can trust it (False – there are also fake videos and images supporting false news)
  - Consult the experts in the field (True – experts can easily confirm or not the credibility of the news)
  - A quality site always means credibility (False – although being bad quality implies more possibilities of fake news and information, the opposite is not always true)
  - Check to see if anyone else is reporting the same thing (True – search for more sources publishing the same information, because this usually means more credibility for them)
  - Don't stop at the headline (True – read the complete information with a critical mind to detect facts and separate them from just opinions or personal assessments)
  - Trust the comments bellow (False – many false news or information are commented by other people, but does do not imply the information is true)

- Identify, at least, 2 encryption software and explain how they work in a paragraph. Then, list 5 benefits of encrypting information.

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MODULE 5. PROBLEM SOLVING

Module 5	Problem solving
Definition	Module "Problem Solving" module is addressed to people interested in identifying and solving the most common problems related to IT hardware and software, as well as a safe way of selecting and acquiring tools necessary to solve everyday problems using digital means.
Keywords	**Technical support, Digital problem, Computer problem**
Competences	**Part 1.:** <u>Solving technical problems:</u> will refer to a person's abilities to identify technical problems and solve them (from minor problems to more complex difficulties). **Part 2.:** <u>Identifying needs and technological responses:</u> will refer to a person's abilities to assess the own needs in terms of resources, tools and competence development, abilities to match needs and possible solutions, customization of tools to individual needs, critical evaluation of possible solutions and digital tools. **Part 3.:** <u>Creatively using digital technologies:</u> will refer to a person's abilities to innovative approach to information and communication technologies (ICT), active participation in the joint creation of new technologies and multimedia, self-expression using digital media, creating knowledge and solving problems with the support of information and communication technologies. **Part 4.:** <u>Identifying digital competence gap:</u> will refer to a person's abilities to know the own restrictions in the use of information and communication technologies, understand of which areas of own competence require development, support other people in developing their competences, be up to date with the development of information and communication technologies.
Examples of KNOWLEDGE	**Part 1. Solving technical problems** − the trainee knows where to find solutions to problems − the trainee knows how and whom ask for support when ICT is not working properly

	– the trainee knows what the sources of information are and where to find help in solving simple problems with information and communication technologies – the trainee knows how an ICT device should work correctly **Part 2. Identifying needs and technological responses** – the trainee knows what tasks can be done using information and communication technologies (ICT) – the trainee knows what the most appropriate and popular programs, apps and devices are used by others – the trainee knows how to react to a possible failure of ICT device and solve the problem **Part 3. Creatively using digital technologies** – the trainee knows how to share his work (photos, graphics, projects, other) with others (e.g. via mail, Skype, YouTube, FB, Pinterest, Instagram) – the trainee knows how to find the right information to solve the problem using digital tools **Part 4. Identifying digital competence gap** – the trainee is aware of the limited knowledge and skills he/she has in the area of ICT – the trainee knows how ICT is created, for what purposes and who works on their development – the trainee has expert knowledge of key technological solutions used in the area of his interests
Examples of SKILLS	**Part 1. Solving technical problems** – the trainee can recognize that the ICT device works incorrectly – the trainee is able to handle basic ICT applications and can recognize situations when they do not work properly – the trainee can ask for support when using new programs, devices and services **Part 2. Identifying needs and technological responses** – the trainee can make conscious decisions about whether and how to use ICT in specific tasks – the trainee is able to choose the best technological solution for a given problem **Part 3. Creatively using digital technologies** – the trainee is able to share his work (photos, graphics, projects, other) with others (e.g. via mail, Skype, YouTube, FB, Pinterest, Instagram) – the trainee can use other ICT device than computer (e.g. microphone, camera, digital camera, printer, scanner) for creative work

	Part 4. Identifying digital competence gap – the trainee can improve his digital competence – the trainee can acquire new knowledge about ICT and integrate it with existing competences
Examples of ATTITUDES	**Part 1. Solving technical problems** – the trainee is aware of the need for continuous education in this field – the trainee takes an active attitude towards solving problems – the trainee use advice for solving problems – then trainee goes for solutions that are an alternative when the ICT problem cannot be solved **Part 2. Identifying needs and technological responses** – the trainee is interested in new technologies – the trainee is able to critically evaluate possible solutions using information and communication technologies **Part 3. Creatively using digital technologies** – the trainee gets acquainted with the possibilities offered by information and communication technologies – the trainee takes an active attitude while searching for solutions to problems – the trainee adopts an active attitude while jointly solving problems **Part 4. Identifying digital competence gap** – the trainee is aware of the need for continuous education in this field – the trainee develops digital competence according to your needs – the trainee is aware of the most important trends in ICT, even if it is not a user –
EQF level 4/5 (VET)	**4 & 5**
Training goal	Practical examples on how the competencies acquired can be used in daily life: **Leisure:** How to unlock changed or forgotten login code to mobile; Problem with sending photos, files, documents via email, SMS messages, apps, etc. **Social life**: Blocked smartphone or tablet; No WIFI connection on computer, mobile or tablet; There is no space in the device's memory for the application **Commercial transactions**: Unblocking an internet bank account, etc.; symptoms of system virus **Learning:** Computer work too slow, unable to start the computer or a problem with its normal functioning

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	Employment: Unblocking an internet email account; Removal virus on the computer; The computer cannot connect to the printer; The computer does not detect an external disk; Full disk capacity. **Citizenship:** problem with downloading the application to a computer or phone; Update date and time on the ICT device. Using e-administration portal **Welfare:** Problem with saving videos viewed from YouTube on mobile
Proposed training methods	▪ Action Learning (learning by doing) ▪ Video watching, and group discussion
Timeframe	5 HOURS
Tools (including handouts, case studies)	▪ A computer with Internet access equipped with any operating system with at least one web browser installed ▪ External ICT devices (printer, mobile, scanner, etc.)
References (bibliography)	1.https://support.google.com 2. https://support.microsoft.com 3. https://support.apple.com *to be developed during working on training modules*
Evaluation methods	**One-choice test** containing 10 questions

Levels *	Basic	Intermediate	Advanced
	Part 1	Part 2, 3	Part 2, 3, 4

* according to Digital Competences – Self-assessment grid, European Union, 2015 | http://europass.cedefop.europa.eu.

SUGGESTED ACTIVITIES for Module 5	
BASIC *level*	▪ Email programs on the ICT device (e.g. configuration of the e-mail program, problems with sending and receiving e-mails, etc.) ▪ Spreadsheets (e.g. data loss, problems resulting from a badly updated or not updated spreadsheet, data security, etc.) ▪ Text editors (e.g. accidentally calling unwanted functions, text formatting, etc.)

	▪ Google plus plugins ▪ Reading the system specification, application version or system ▪ Keyboard, languages, coding
INTERMEDIATE *level*	▪ System restoring ▪ Factory default settings ▪ Problems with default applications ▪ Installing and uninstalling the application ▪ Working with the command line and problems ▪ Problems with upgrades in ICT devices ▪ Cleaning up disk space, too little memory on the ICT device's disk (computer, mobile, tablet) ▪ Problems with the compatibility of programs with the current version of the system
ADVANCED *level*	▪ IP protocol, network management, sharing ▪ Security and permissions ▪ Installation of subassemblies and drivers for programs or other ICT devices

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BOOST YOUR

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Developing Digital Intelligence of adult learners for an active Citizenship

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